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

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	the, this, to, we	Questions	Running Records	including
	Decodable: am,	- Monitor and		consonant
	at	Clarify	1:1 Observation	blends.
		- Make	Records	 I can break
	Week 2:	Inferences		apart a word.
	a, first, good,		Daily Lesson	 I can put a
	-	Literary	Checks	word back
	was	Elements/Author'		together.
		s Purpose	HMH High	 I can take apart the
	can, man	and Craft	Frequency Word	sounds in a
	can, man	- Story Structure	Inventory	word.
	Week 3:	- Elements of	Inventory	•I can add
				sounds to
	and, find, for,	Poetry		make new
	just, many, one,	- Author's		words.
	she, then	Purpose		 I can take
	Decodable: as, if,			away sounds to
	in, is, it	- Characters		make new words.
	Concepts of	Response to		 I can replace
		Text:		sounds to
		Interact with		make new
		Sources		words.
		Written		 I can spell words with
	End Punctuation	Response		common consonant
	L			digraphs.
		Fluency:		•I can decode
		Accuracy and		regularly
	Self-Correction	Self-Correction		spelled
	Reading Rate	Reading Rate		one-syllable
	Phrasing	Phrasing		words.
				 I can identify
				the silent -e at
				the end of a
				word.
				•I can identify
				common long vowel teams.
				•I can identify
				the number of
				syllables in a
				printed word.
				 I can decode
				two syllable
				words.
				 I can read
				words with
				different
				endings.
				 I can read
				irregularly spelled words.
				•l can
				understand
				what I read.
				•I can tell why I
				read.
				•I can read out
				loud correctly.
				 I can read out
				loud smoothly.
				•I can read out
				loud with
				expression.
				 I can fix mistakes that I
				mistakes that I
				make when I read.
				•I can use the
				rereading
				strategy after I
				fix my mistake
				if needed.

			 I can answer questions about important details in a text. I can ask questions about important details in a text.
			 I can write a topic sentence with supporting details to lead the reader into the story. (beginning) I can write a
			sentence to introduce a topic (beginning)
			 I can write about the events of a story (middle) I can use words to tell the order of a story (transitions, and, then, so) I can write an ending to leave the reader out of the story.
			For opinion •I can write a topic sentence
			with supporting details to lead the reader into the story. (beginning) •I can write a sentence to introduce a
			topic (beginning) •I can write about the events of a story (middle) •I can use words to tell the order of a story (transitions,
			and, then, so) •I can write an ending to leave the reader out of the story. •I can give a reason for my opinion.
			For informative/expl anatory •I can write a topic sentence to lead the reader into the story.(beginnin

 -		 		
				g)
				•l can write a
				sentence/s that
				includes facts
				about the topic.
				(middle)
				 I can write an
				ending to leave
				the reader out
				of the story.
				 I can follow
				rules when
				discussing
				topics with
				others.
				•l can listen to
				when others
				speak.
				 I can respond to others when
				they speak.
				•l can
				participate in
				conversations
				by asking
				questions.
				•I can think
				about people's
				differences
				(physical,
				emotional,
				culture,
				disabilities,etc.)
				when
				communicating
				with them.
				 I can use
				common nouns
				when speaking
				and writing
				•l can use
				proper nouns
				when speaking
				and writing. •I can use
				possessive
				nouns when
				speaking and
				writing.
				•l can use
				singular nouns
				with matching
				verbs in basic
				sentences.
				 I can use
				plural nouns
				with matching
				verbs in basic
				sentences.
				•l can use
				pronouns when
				speaking and
				writing.
				•I can use
				adjectives when speaking
				and writing.
				•l can use
				conjunctions
				(e.g. and, but,
				or, so,
				because) when
				speaking and
				writing.
				•I can use verb
				tenses when
I				

							speaking and writing. •I can use prepositions(e.g. during, beyond, toward) when speaking and writing. •I can produce a complete sentence in response to prompts when speaking and writing. •I can capitalize dates. •I can capitalize names of people. •I can capitalize names of people. •I can use punctuation at the end of my sentences. •I can use commas in dates. •I can use commas when listing items. •I can use what I know about words to spell new words.
My Family, My Community 3 weeks 1- 3 weeks 1- 1- 1- R 1- R 1- R 1- R 1- R 1- R 1-	RF 1.1 (Lessons: -3, 6, 8, 11, 13) RF 1.2 (Lessons: -15) RF 1.3 (Lessons:	Question: How does everyone in my family and community make them special?	Segment Onset and Rime Segment Phonemes Alliteration; Isolate Phonemes Isolate, Segment Phonemes Isolate, Segment Phonemes Isolate Phoneme: Identify Vowel Phonics: Consonants g, k Review Short a, i Consonants I, h; Short o Review Short a, i, o Consonants w, j,	Power Words Reader's Vocabulary Generative Vocabulary Words About Places and Things - Words About Actions and Directions Vocabulary Strategy - Antonyms Multiple Genres: Discuss Genre Characteristics - Opinion Writing - Informational Text - Realistic Fiction - Fantasy - Video	U	(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/ Literary Analysis, Grammar, Writing) Common Formative:	Learning Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is capitalized. •I can recognize that words are separated by spaces before and after them. •I can recognize that a sentence ends with a punctuation mark. •I can recognize that a sentence ends with a punctuation mark. •I can recognize that a sentence ends with a punctuation mark. •I can recognize important parts of a sentence (ie., first word, capitalization, period). •I can tell the difference between long

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			Metacognitive			and short vowel
		High Frequency	Skills		1:1 Observation	sounds.
		Words:	- Retell		Records	 I can blend
		Week 1:	- Summarize			sounds to
		are, buy, little,	- Make		Daily Lesson	make words
		said, too, up, will,	Connections		Checks	including
		you	- Ask and			consonant
			Answer		HMH High	blends. •I can break
		did, its, ran, sit	Questions		Frequency Word	apart a word.
			Questions		Inventory	•I can put a
		Week 2:	Litorony		inventory	word back
			Literary			together.
			Elements/Author'			•I can take
		our, wants, what,				apart the
		with, your	Craft			sounds in a
		<u>Decodable:</u> got,	- Text			word.
		had, has, him,	Organization			 I can add
		his, not	- Setting			sounds to
			- Text Features			make new
		Week 3:	- Content-Area			words.
		about, eat, how,	Words			•I can take
		make, out, put,				away sounds to
		takes, who	Response to			make new words.
		Decodable: but,	Text:			•l can replace
		cut, on, run, up,	Interact with			sounds to
			Sources			make new
		us				words.
			Written			•I can spell
		Concepts of	Response			words with
		Print:				common
		Words in	Fluency:			consonant
		Sentences	Expression			digraphs.
		Commas	Intonation			•l can decode
		Quotation Marks	Accuracy and			regularly
			Self-Correction			spelled
		Fluency:				one-syllable words.
		Expression				•I can identify
		Intonation				the silent -e at
		Accuracy and				the end of a
		Self-Correction				word.
		Ocil-Oonection				 I can identify
						common long
						vowel teams.
						 I can identify
						the number of
						syllables in a
						printed word.
						 I can decode two syllable
						two syllable words.
						•l can read
						words with
						different
						endings.
						•I can read
						irregularly
						spelled words.
						•l can
						understand
						what I read.
						 I can tell why I
						read. •I can read out
						loud correctly.
						•I can read out
						loud smoothly.
						•I can read out
						loud with
						expression.
						•l can fix
						mistakes that I
						make when I
						read.
	1	1		I	I	

 1	1		
			 I can use the
			rereading
			strategy after I
			fix my mistake
			if needed.
			 I can answer
			questions
			about important
			details in a text.
			•I can ask
			questions
			about important details in a text.
			For narrative
			 I can write a
			topic sentence
			with supporting
			details to lead
			the reader into
			the story.
			(beginning)
			•I can write a
			sentence to
			introduce a
			topic (boginning)
			(beginning)
			 I can write
			about the
			events of a
			story (middle)
			•I can use
			words to tell the
			order of a story
			(transitions,
			and, then, so)
			 I can write an
			ending to leave
			the reader out
			of the story.
			For opinion
			 I can write a
			topic sentence
			with supporting
			details to lead
			the reader into
			the story.
			(beginning)
			•l can write a
			sentence to
			introduce a topic
			(beginning)
			•I can write
			about the
			events of a
			story (middle)
			 I can use
			words to tell the
			order of a story
			(transitions,
			and, then, so)
			 I can write an
			ending to leave
			the reader out
			of the story. •I can give a
			•i can give a reason for my
			opinion.
			For
			informative/expl
			anatory

	I				
					 I can write a
					topic sentence
					to lead the
					reader into the
					story.(beginnin
					g)
					 I can write a
					sentence/s that
					includes facts
					about the topic.
					(middle)
					 I can write an
					ending to leave
					the reader out of the story.
					•I can follow
					rules when
					discussing
					topics with
					others.
					 I can listen to
					when others
					speak.
					 I can respond
					to others when
					they speak.
					•l can
					participate in conversations
					by asking
					questions.
					•I can think
					about people's
					differences
					(physical,
					emotional,
					culture,
					disabilities,etc.)
					when
					communicating
					with them. •I can use
					common nouns when speaking
					and writing
					•l can use
					proper nouns
					when speaking
					and writing.
					•I can use
					possessive
					nouns when
					speaking and
					writing.
					 I can use singular nouns
					with matching
					verbs in basic
					sentences.
					•l can use
					plural nouns
					with matching
					verbs in basic
					sentences.
					 I can use
					pronouns when
					speaking and
					writing.
					•I can use
					adjectives when speaking
					and writing.
					•l can use
					conjunctions
					(e.g. and, but,
					or, so,
	1	1	1	1	

	1				· · · · · · · · · · · · · · · · · · ·		
							because) when speaking and writing. •I can use verb tenses when speaking and writing. •I can use prepositions(e.g. during, beyond, toward) when speaking and writing. •I can produce a complete sentence in response to prompts when speaking and writing. •I can capitalize dates. •I can capitalize names of people. •I can use punctuation at the end of my sentences. •I can use commas in dates. •I can use commas when listing items. •I can use what I know about words to spell new words.
Module 3:	Essential:	Essential	Phonological	Vocabulary:	Writing Form:	Summative:	Learning
Amazing Animals	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13)	Question: How do animals'	Awareness: Blend Phonemes	Power Words Reader's	- Write an opinion	End of module assessment	Targets: •I can identify
3 weeks	RF 1.2 (Lessons:	bodies	Isolate, Segment	Vocabulary	- Write a		letters. •I can identify
	1-15) RE 1.3 (Lessons:	help them?	Phonemes	Generative	narrative	Included in the end of module	words.
	RF 1.3 (Lessons: 1-15)		Identify, Produce Rhyme	Vocabulary Words About	 Write an informational text 		 I can recognize that words are
	RF 1.4 (Lessons:		Isolate	Time and	- Add details to	addeddinont.	combined to
	1-15)		Phonemes:	Position	strengthen	(Foundational	make a
	RI/L 1.1		Identify Vowel	- Inflection -ing	writing in	Skills,	sentence.I can recognize
	(Lessons: 1-15) W 1.2 (Lessons:		Alliteration: Digraphs	Vocabulary	response to peer questions and	Generative Vocabulary,	that the first word
	2, 4, 6, 13, 15)		Sigraphs	Strategy	suggestions	Vocabulary	in a sentence is capitalized.
	SL 1.1 (Lessons:		Phonics:	Synonyms	- Recall	Strategies,	 I can recognize
	1-12, 15)		Consonants qu	NA	information from	Comprehension/	that words are separated by
	L 1.5 (Lessons: 1-13, 15)		/kw/, x, z; Short e Review Short e,	Multiple Genres:	experience or sources to	Literary Analysis, Grammar,	spaces before
	. ,			Discuss Genre	answer questions	,	and after them.
	L 1.6 (Lessons:		I, O, U				I ann an search
	L 1.6 (Lessons: 3-15)		i, o, u Double Final	Characteristics	with guidance		 I can recognize that a sentence
	3-15)		Double Final Consonants	Characteristics - Informational	with guidance and support	Common	that a sentence ends with a
	3-15) Need to Know:		Double Final Consonants Consonants ck	<i>Characteristics</i> - Informational Text	with guidance and support - Use digital tools	Common Formative:	that a sentence ends with a punctuation
	3-15) Need to Know: RI/L 1.2, RI/L		Double Final Consonants Consonants ck /k/	Characteristics - Informational Text - Realistic Fiction	with guidance and support - Use digital tools to produce and	Common Formative: HMH selection	that a sentence ends with a
	3-15) Need to Know:		Double Final Consonants Consonants ck	<i>Characteristics</i> - Informational Text	with guidance and support - Use digital tools	Common Formative:	that a sentence ends with a punctuation mark. •I can recognize important parts of
	3-15) Need to Know: RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, W 1.3, SL		Double Final Consonants Consonants ck /k/ Consonant	Characteristics - Informational Text - Realistic Fiction - Folktale	with guidance and support - Use digital tools to produce and publish writing, including in collaboration with	Common Formative: HMH selection quizzes	that a sentence ends with a punctuation mark. •I can recognize important parts of a sentence
	3-15) Need to Know: 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		Double Final Consonants Consonants ck /k/ Consonant Digraph sh Review s and sh	Characteristics - Informational Text - Realistic Fiction - Folktale - Narrative Nonfiction - Fantasy	with guidance and support - Use digital tools to produce and publish writing, including in collaboration with peers	Common Formative: HMH selection quizzes HMH Module Inventory	that a sentence ends with a punctuation mark. •I can recognize important parts of a sentence (ie.,first word, capitalization,
	3-15) Need to Know: RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/L 1.7, W 1.3, SL		Double Final Consonants Consonants ck /k/ Consonant Digraph sh Review s and sh Spelling:	Characteristics - Informational Text - Realistic Fiction - Folktale - Narrative Nonfiction - Fantasy - Procedural Text	with guidance and support - Use digital tools to produce and publish writing, including in collaboration with peers - Participate in	Common Formative: HMH selection quizzes HMH Module Inventory (Foundational	that a sentence ends with a punctuation mark. •I can recognize important parts of a sentence (ie., first word, capitalization, period).
	3-15) Need to Know: 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 Familiar With:		Double Final Consonants Consonants ck /k/ Consonant Digraph sh Review s and sh	Characteristics - Informational Text - Realistic Fiction - Folktale - Narrative Nonfiction - Fantasy	with guidance and support - Use digital tools to produce and publish writing, including in collaboration with peers	Common Formative: HMH selection quizzes HMH Module Inventory	that a sentence ends with a punctuation mark. •I can recognize important parts of a sentence (ie.,first word, capitalization, period). •I can tell the difference
	3-15) Need to Know: 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		Double Final Consonants Consonants ck /k/ Consonant Digraph sh Review s and sh Spelling: Short e Double Final Consonants	Characteristics - Informational Text - Realistic Fiction - Folktale - Narrative Nonfiction - Fantasy - Procedural Text	with guidance and support - Use digital tools to produce and publish writing, including in collaboration with peers - Participate in shared research	Common Formative: HMH selection quizzes HMH Module Inventory (Foundational	that a sentence ends with a punctuation mark. •I can recognize important parts of a sentence (ie.,first word, capitalization, period). •I can tell the

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		prehension sounds.
	affes by Kate Quiz	
High Frequency questions Rig)gs	sounds to make
Words:	Run	ning Records words including consonant
Week 1: Comprehension Gra	ammar Mini	blends.
day, every, fly,	ssons: 1:1 (Observation I can break
	entence Parts Rec	
	tatements	•I can put a word
		Lesson back together.
	Iral Noun Che	
yes Answer		the sounds in a
Questions	НМН	High word.
Week 2: - Create Mental		I can add sounds to make
all, down, four, Images		ntory new words.
from, her, now, - Monitor and		•I can take away
saw, went Clarify		sounds to make
		new words.
		 I can replace
off, pick, tell,		sounds to make
well, will Literary		new words.
Elements/Author'		•l can spell
Week 3: s Purpose and		words with
by, call, could, Craft		common consonant
know, some, - Story Structure		digraphs.
there, were, - Text		•I can decode
would Organization		regularly spelled
Decodable: fish, - Point of View		one-syllable
hot, wish - Chronological		words.
Order		 I can identify the
		silent -e at the
Concepts of Response to		end of a word.
Print: Text:		•I can identify
Letters, Words, Interact with		common long vowel teams.
and Sentences Sources		•I can identify the
End Punctuation Written		number of
Dialogue Response		syllables in a
		printed word.
Fluency:		•l can decode
Reading Rate Fluency:		two syllable
Expression Reading Rate		words.
Phrasing Expression		•I can read words
		with different
Phrasing		endings. •I can read
		irregularly
		spelled words.
		•l can
		understand what
		I read.
		•I can tell why I
		read.
		•I can read out
		loud correctly. •I can read out
		loud smoothly.
		•I can read out
		loud with
		expression.
		•I can fix
		mistakes that I
		make when I
		read.
		•I can use the
		rereading strategy after I fix
		my mistake if
		needed.
		•I can answer
		questions about
		important details
		in a text.
		 In a text. I can ask questions about

In the second				
In a text For a matrixe I can write a tack sentence with supporting defails to be trade write a sentence to introduce a topic togening) I can write add a sentence to introduce a topic togening I can write add a story (transitions, and, the reader out of the story I can write add a story (transitions, and, the reader out of the story I can write add a story (transitions, and, the reader out of the story I can write add a story (transitions, and, the reader out of the story I can write add a story (transitions, and, the reader out of the story I can write add a story				important details
Image:				
b b b b b b b b b b b b b b b b b b b				For narrative
b b b b b b b b b b b b b b b b b b b				
b b b b b b b b b b b b b b b b b b b				 I can write a
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							dates. •I can capitalize names of people. •I can use punctuation at the end of my sentences. •I can use commas in dates. •I can use commas when listing items. •I can use what I know about words to spell new words.
Module 4: Better Together	Essential: RF 1.1 (Lessons:		Phonological Awareness:	Vocabulary: Power Words	Writing Form: Write an	Summative: End of module	Learning Targets: •I can identify
	1, 3, 11, 13)	Why is it	Alliteration:	Reader's	opinion	assessment	letters.
3 weeks	RF 1.2 (Lessons:	important to do	Digraphs	Vocabulary	- Write a	lun al unda al im Alba	•I can identify
	1-15) RF 1.3 (Lessons:	my best and get	Blend Phonemes Segment	Generative Vocabulary	narrative - Write an	Included in the end of module	words.
	1-15)	others?	Phonemes	- Compound		assessment:	 I can recognize that words are
	RF 1.4 (Lessons:		Manipulate	Words	- Add details to		combined to
	1-15)		Phonemes:	- Suffixes -er,	strengthen	(Foundational	make a
	RI/L 1.1		Change	-est	writing in	Skills,	sentence.
	(Lessons: 1-15)		Segment, Count		response to peer	Generative	 I can recognize that the first word
	W 1.2 (Lessons:		Phonemes	Vocabulary	questions and	Vocabulary,	in a sentence is
	2, 4, 6, 10, 15)		Manipulate	Strategy:	suggestions	Vocabulary	capitalized.
	SL 1.1 (Lessons:		Phonemes: Add,	Context Clues	- Recall	Strategies,	 I can recognize
	1-3, 5-15)		Change	Multiple	information from	Comprehension/	that words are separated by
	L 1.5 (Lessons: 1-4, 6-8, 10-13,		Phonics:	Genres:	experience or sources to	Literary Analysis, Grammar,	spaces before
	15)		Consonant	Discuss Genre	answer questions	Writing)	and after them.
	L 1.6 (Lessons:		Digraph ch	Characteristics	with guidance	(Withing)	 I can recognize that a sentence
	2-15)		Review ch and	- Opinion Writing	and support	Common	ends with a
	,		sh	- Informational	- Use digital tools	Formative:	punctuation
	Need to Know:		Consonant	Text	to produce and	HMH selection	mark.
	RI/L 1.2, RI/L		Digraph th, wh;	- Biography	publish writing,	quizzes	 I can recognize important parts of
	1.3, RI/L 1.5,		Trigraph -tch	- Fantasy	including in		a sentence
	RI/L 1.6, RI/L		Inflections -s, -es	- Folktale		HMH Module	(ie.,first word,
	1.7, RI/L 1.8, W		Initial Blends with	- Video	peers	Inventory	capitalization,
	1.3, SL 1.2, SL		S Deview shath sh	On a shine she d	- Participate in	(Foundational	period).
	1.3, SL 1.4, L 1.2, L 1.4		Review sh, th, st	Speaking and Listening:	shared research and writing	Skills only)	 I can tell the difference
	1.2, L 1.4		Spelling:	Give and Follow	projects	Leveled Readers	between long
	Familiar With:		Consonant	Instructions	projecto		vowel sounds
	RI/L 1.4, RI/L		Digraph ch		Mentor Text:	Comprehension	and short vowel
	1.9, W 1.1, W		Consonant	Comprehension	Do Unto Otters	Quizzes	sounds. •I can blend
	1.6, W 1.7, W		Digraph th, wh	:	by Laurie Keller		sounds to make
	1.8, L 1.1, SL 1.5		Initial Blends with			Running Records	
			S	Metacognitive	Grammar Mini		consonant blends.
				Skills	Lessons:	1:1 Observation	•I can break
			High Frequency Words:	 Evaluate Synthesize 	- Prepositions and Prepositional	Records	apart a word.
			Week 1:	- Synthesize - Retell	Phrases	Daily Lesson	 I can put a word back together.
			be, here, me,	- Make	- Proper Nouns	Checks	•I can take apart
			play, started,	Connections	- Commands		the sounds in a
			today, use, very			HMH High	word.
			Decodable:	Literary		Frequency Word	 I can add sounds to make
			much, such	Elements/Author'		Inventory	new words.
				s Purpose and			•I can take away
			Week 2:	Craft			sounds to make
			jump, right, say,	- Ideas and			new words.
			their, walk, way,	Support			 I can replace sounds to make
			where, why	- Central Idea			new words.
	1	1	Decodable: that,	 Point of View 			 I can spell
			them, then, this,	- Text Features			words with

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adit, Jender, Tor, Tor, Tort: interact with interact with interact with grow, Into, no, interact with words, wash Sources 1 can in Decodable; spell, Written silent -e still, stop, Into, Response -1 can in With Fluency: words in Concepts of Intonation new of the printe Vords in Self-Correction syllable Sertences Reading Rate -1 can in Oracitazion words, -1 can in Words in Self-Correction syllable Sertence Reading Rate -1 can in Intonation -1 can in -1 can in Accuracy and -1 can in -1 can in Self-Correction spelled -1 can in Reading Rate -1 can in -1 can in Victorianity Reading Rate -1 can in Victorianity -1 can in -1 can in Vict	
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				 I can write an
				ending to leave
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				the story.
				For opinion
				 I can write a
				topic sentence
				with supporting
				details to lead
				the reader into
				the story.
				(beginning)
				•I can write a
				sentence to
				introduce a topic
				(beginning)
				 I can write about
				the events of a
				story (middle)
				 I can use words
				to tell the order of
				a story
				(transitions, and,
				then, so)
				 I can write an
				ending to leave
				the reader out of
				the story.
				 I can give a
				reason for my
				opinion.
				For
				informative/expla
				natory
				•I can write a
				topic sentence to
				lead the reader
				into the
				story.(beginning)
				•I can write a
				sentence/s that
				includes facts
				about the topic.
				(middle)
				•I can write an
				ending to leave
				the reader out of
				the story.
				•I can follow
				rules when
				discussing topics
				with others.
				•I can listen to
				when others
				speak.
				 I can respond to
				others when they
				speak.
				 I can participate
				in conversations
				by asking
				questions.
				 I can think about
				people's
				differences
				(physical,
				emotional,
				culture,
				disabilities,etc.)
				when
				communicating
				with them.
				•l can use
				common nouns
1				

							when speaking and writing •I can use proper nouns when speaking and writing. •I can use possessive nouns when speaking and writing. •I can use singular nouns with matching verbs in basic sentences. •I can use plural nouns with matching verbs in basic sentences. •I can use pronouns when speaking and writing. •I can use adjectives when speaking and writing.
							with matching verbs in basic sentences. •I can use plural nouns with matching verbs in basic sentences. •I can use pronouns when
							writing. •I can use adjectives when speaking and
							 I can use verb tenses when speaking and writing. I can use prepositions(e.g. during, beyond, toward) when speaking and writing.
							 I can produce a complete sentence in response to prompts when speaking and writing. I can capitalize dates. I can capitalize
							names of people. •I can use punctuation at the end of my sentences. •I can use commas in dates. •I can use
							commas when listing items. •I can use what I know about words to spell new words.
Module 5: Now You See It, Now You Don't 3 weeks	Essential: RF 1.1 (Lessons: 6, 8, 11, 13) RF 1.2 (Lessons: 1-15) RF 1.3 (Lessons:	Essential Question: Why do light and dark come and go?	Phonological Awareness: Blend Phonemes Manipulate Phonemes: Add Segment, Count	Vocabulary: Power Words Reader's Vocabulary Generative Vocabulary	Writing Form: - Write an opinion - Write a narrative - Write an	Middle of the Year Summative: Middle of the Year Acadience Benchmark	Learning Targets: •I can identify letters. •I can identify words. •I can recognize

1-15)	Phonemes	- Suffixes -er,	informational text	Assessment	that words are
RF 1.4 (Lessons:	Manipulate	-est	- Add details to		combined to
1-15)	Phonemes:	- Inflection -s	strengthen	End of module	make a
, RI/L 1.1	Delete	- Suffixes -y, -ful	writing in	assessment	sentence.
(Lessons: 1-15)	Manipulate	Vocabulary	response to peer		 I can recognize
W 1.2 (Lessons:	Phonemes:	Strategy	questions and	Included in the	that the first word
2, 5, 6, 8, 11, 13,	Change	- Reference	•	end of module	in a sentence is
	Change		suggestions		capitalized.
15)		Sources	- Recall	assessment:	•I can recognize that words are
SL 1.1 (Lessons:			information from		separated by
1-4, 6, 7, 9, 15)	Phonics:	Multiple	experience or	(Foundational	spaces before
L 1.5 (Lessons:	Initial Blends with	Genres:	sources to	Skills,	and after them.
1-4, 6-8, 10-13,	I	Discuss Genre	answer questions	Generative	•I can recognize
15)	Review st, sl, fl,	Characteristics	with guidance	Vocabulary,	that a sentence
L 1.6 (Lessons:	cl	- Informational	and support	Vocabulary	ends with a
2-15)	Initial Blends with	Text	- Use digital tools	Strategies,	punctuation
,	r	- Realistic Fiction	to produce and	Comprehension/	mark.
Need to Know:	Compound	- Opinion Writing	, publish writing,	Literary Analysis,	 I can recognize
RI/L 1.2, RI/L	Words	- Narrative	including in	Grammar,	important parts of
1.3, RI/L 1.5,	Final Blends	Nonfiction	collaboration with	Writing)	a sentence
RI/L 1.6, RI/L	Inflection -ed	- Fantasy		winning)	(ie.,first word,
		- Song	peers - Participate in	Common	capitalization, period).
1.7, RI/L 1.8, W		- Song	•	Common Formative:	•I can tell the
1.3, SL 1.2, SL	On allin are	On a alking a state	shared research		difference
1.3, SL 1.4, L	Spelling:	Speaking and	and writing	HMH selection	between long
1.2, L 1.4	Initial Blends with	-	projects	quizzes	vowel sounds
	I	N/A			and short vowel
Familiar With:	Initial Blends with		Mentor Text:	HMH Module	sounds.
RI/L 1.9, W 1.6,	r	Comprehension	,	Inventory	 I can blend
W 1.1, W 1.7, W	Final Blends	:	the Moon Live in	(Foundational	sounds to make
1.8, L 1.1		Use	the Sky	Skills only)	words including
		Metacognitive	by Elphinstone		consonant
	High Frequency	Skills	Dayrell	Leveled Readers	blends.
	Words:	- Make	-		 I can break apart a word.
	Week 1:	Inferences	Grammar Mini	Comprehension	•I can put a word
	around, came,	- Make and	Lessons:	Quizzes	back together.
	come, found,	Confirm	- Subjects and		•I can take apart
	other, people,	Predictions	Verbs	Running Records	the sounds in a
	two, worked	- Make	- Verbs and Time		word.
	Decodable: black	Connections	- The Verb Be	1:1 Observation	 I can add
	Decouable. Diack	Connections	- The verb be		sounds to make
		l ite ve v		Records	new words.
		Literary			 I can take away
	Week 2:	Elements/Author'		Daily Lesson	sounds to make
		s Purpose and		Checks	new words.
	because, cold,	Craft			 I can replace sounds to make
	fall, full, or, pretty	- Text Features		HMH High	new words.
	Decodable: N/A	- Story Structure		Frequency Word	•I can spell
		- Ideas and		Inventory	words with
	Week 3:	Support			common
	any, done, laugh,	- Central Idea			consonant
	long, more, pull,	- Theme			digraphs.
	teacher, think				•I can decode
	Decodable: and,	Response to			regularly spelled
	ask, best, fast,	Text:			one-syllable
	jump, just	Interact with			words.
	1	Sources			 I can identify the silent -e at the
		Written			end of a word.
	Concepts of				•I can identify
	•	Response			common long
	Print:	Eluonow			vowel teams.
	Directionality	Fluency:			 I can identify the
	Commas	Expression			number of
	Letters, Words,	Phrasing			syllables in a
	and Sentences	Intonation			printed word.
					•I can decode
					two syllable words.
	Fluency:				•I can read words
	Expression				with different
	Phrasing				endings.
	Innovation				 I can read
)

· · · · · · · · · · · · · · · · · · ·				
				irregularly
				spelled words.
				•I can
				understand what
				I read.
				 I can tell why I
				read.
				•I can read out
				loud correctly.
				•I can read out
				loud smoothly. •I can read out
				loud with
				expression.
				•l can fix
				mistakes that I
				make when I
				read.
				•I can use the
				rereading
				strategy after I fix
				my mistake if
				needed.
				 I can answer
				questions about
				important details
				in a text.
				 I can ask
				questions about
				important details
				in a text.
				For narrative
				•I can write a
				topic sentence
				with supporting
				details to lead
				the reader into
				the story.
				(beginning) •I can write a
				sentence to
				introduce a topic
				(beginning)
				(beginning)
				•I can write about
				the events of a
				story (middle)
				•I can use words
				to tell the order of
				a story
				(transitions, and,
				then, so)
				 I can write an
				ending to leave
				the reader out of
				the story.
				For opinion
				 I can write a
				topic sentence
				with supporting
				details to lead
				the reader into
				the story.
				(beginning)
				•I can write a
				sentence to
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				(beginning)
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							know about words to spell
							new words.
Module 6:	Essential:	Essential	Phonological	Vocabulary:	Writing Form:	Summative:	Learning
Celebrate	RF 1.1 (Lessons:		Awareness:	Power Words	- Write an	End of module	Targets: •I can identify
America	1-3, 6, 8, 12, 13) RF 1.2 (Lessons:	What do holidays and	Blend Phonemes Isolate	Reader's Vocabulary	opinion - Write a	assessment	letters.
3 weeks	1-15)	symbols tell	Phonemes:	Generative	narrative	Included in the	 I can identify words.
	RF 1.3 (Lessons:		Identify Vowel	Vocabulary	- Write an	end of module	•I can recognize
	1-15)	country?	Segment	- Suffixes -y, -ful	informational text	assessment:	that words are
	RF 1.4 (Lessons: 1-15)		Phonemes Identify, Produce	- Suffixes -less, -ful	 Add details to strengthen 	(Foundational	combined to make a
	RI/L 1.1		Rhyme	- Words About	writing in	Skills,	sentence.
	(Lessons: 1-15)		Manipulate	Actions	response to peer	Generative	 I can recognize that the first word
	W 1.2 (Lessons:		Phonemes:	Vocabulary	questions and	Vocabulary,	in a sentence is
	6, 11, 13, 15) SL 1.1 (Lessons:		Delete	Strategy	suggestions - Recall	Vocabulary Strategies,	capitalized. •I can recognize
	1-15)		Phonics:	- Multiple-Meaning	information from	Comprehension/	that words are
	L 1.5 (Lessons:		Long e, i, o (CV)	Words	experience or	Literary Analysis,	separated by spaces before
	1-4, 6-8, 10-15)		Possessives with	Multigla	sources to	Grammar,	and after them.
	L 1.6 (Lessons: 2-15)		's Long a (VCe)	Multiple Genres:	answer questions with guidance	Writing)	 I can recognize
	,		Soft c	Discuss Genre	and support	Common	that a sentence ends with a
	Need to Know:		Long i, o (VCe)	Characteristics	- Use digital tools	Formative:	punctuation
	RI/L 1.2, RI/L		Silent Letters (kn,	- Informational	to produce and	HMH selection	mark.I can recognize
	1.3, RI/L 1.5, RI/L 1.6, RI/L		wr)	Text - Song	publish writing, including in	quizzes	important parts of
	1.7, RI/L 1.8, W		Spelling:	- Drama	-	HMH Module	a sentence (ie.,first word,
	1.3, SL 2, SL 3,		CV Pattern;	- Realistic Fiction	peers	Inventory	capitalization,
							period).

SL 4, L 1.2, L 1.4	Question Words	- Opinion Writing	- Participate in	(Foundational	•I can tell the
	Long a (VCe)	- Narrative	shared research	Skills only)	difference
Familiar With:	Long i, o (VCe)	Nonfiction	and writing		between long vowel sounds
RI/L 1.4, RI/L		- Poetry	projects	Leveled Readers	and short vowel
1.9, W 1.1, W	High Frequency				sounds.
1.8, L 1.1, SL 1.5		Speaking and	Mentor Text:	Comprehension	 I can blend
		Listening:	The	Quizzes	sounds to make
	another, gave,	N/A	Thanksgiving		words including
	house, over,	.	Door by Debby	Running Records	consonant blends.
	own, read, water,	Comprehension	Atwel		•I can break
	white	:	Cuennan Mini	1:1 Observation	apart a word.
	<u>Decodable</u> : be, he, into, me, she,	Use Matagoggitiva	Grammar Mini	Records	I can put a word
		Skills	Lessons: - Questions	Daily Lesson	back together.
	SO	- Make and	- Compound	Checks	 I can take apart the sounds in a
	Week 2:	Confirm	Sentences	CHECKS	word.
	always, began,	Predictions	- Names of	HMH High	 I can add
	better, gives,	- Evaluate	Months, Days,	Frequency Word	sounds to make
	hurt, shall,	- Make	and Holidays	Inventory	new words.
	should, things	Connections			 I can take away sounds to make
	Decodable: ate,	- Create Mental			new words.
	came, gave,	Images			 I can replace
	made, make,	-			sounds to make
	place	Literary			new words. •I can spell
		Elements/Author'			words with
	Week 3:	s Purpose and			common
	carry, draw,	Craft			consonant
	eight, even,	- Text Features			digraphs.
	goes, may,	- Elements of			 I can decode regularly spelled
	seven, shows	Poetry			one-syllable
	Decodable:	- Elements of			words.
	home, like, ride,	Drama			 I can identify the
	side, time, white	- Point of View			silent -e at the
	Concento of	- Ideas and			end of a word. •I can identify
	Concepts of Print:	Support			common long
	Words in	- Text Organization			vowel teams.
	Sentences	- Story Structure			 I can identify the
	Capitalization	- Story Structure			number of
	Dialogue	Response to			syllables in a printed word.
	Dialogue	Text:			•I can decode
	Fluency:	Interact with			two syllable
	Accuracy and	Sources			words.
	Self-Correction	Written			 I can read words
	Reading Rate	Response			with different endings.
	Expression	-			•I can read
		Fluency:			irregularly
		Accuracy and			spelled words.
		Self-Correction			 I can understand what
		Reading Rate			I read.
		Expression			•I can tell why I
					read.
					•I can read out
					loud correctly.
					 I can read out loud smoothly.
					•I can read out
					loud with
					expression.
					 I can fix mistakes that I
					mistakes that I make when I
					read.
					 I can use the
					rereading
					strategy after I fix my mistake if
					my mistake if needed.
					•l can answer
				L	

			questions about important details in a text. •I can ask questions about important details in a text.
			For narrative
			 I can write a topic sentence with supporting details to lead the reader into the story. (beginning) I can write a sentence to introduce a topic (beginning)
			 I can write about the events of a story (middle) I can use words to tell the order of a story (transitions, and, then, so) I can write an ending to leave the reader out of the story.
			For opinion
			 I can write a topic sentence with supporting details to lead the reader into the story. (beginning) I can write a sentence to introduce a topic (beginning) I can write about the events of a story (middle) I can use words to tell the order of a story (transitions, and, then, so) I can write an ending to leave the reader out of the story. I can give a reason for my opinion.
			informative/expla natory •I can write a topic sentence to lead the reader into the story.(beginning)
			•I can write a sentence/s that includes facts about the topic. (middle) •I can write an

-		-	 	
				ending to leave
				the reader out of
				the story.
				•I can follow
				rules when
				discussing topics
				with others.
				 I can listen to
				when others
				speak.
				 I can respond to
				others when they
				speak.
				•I can participate
				in conversations
				by asking
				questions.
				 I can think about
				people's
				differences
				(physical,
				emotional,
				culture,
				disabilities,etc.)
				when
				communicating
				with them.
				 I can use
				common nouns
				when speaking
				and writing
				•I can use proper
				nouns when
				speaking and
				writing.
				•I can use
				possessive
				nouns when
				speaking and
				writing.
				•I can use
				singular nouns
				with matching
				verbs in basic
				sentences.
				•I can use plural
				nouns with
				matching verbs
				in basic
				sentences.
				 I can use
				pronouns when
				speaking and
				writing.
				•l can use
				adjectives when
				speaking and
				writing.
				•I can use
				conjunctions
				(e.g. and, but, or,
				so, because)
				when speaking
				and writing.
				•I can use verb
				tenses when
				speaking and
				writing.
				•I can use
				prepositions(e.g.
				during, beyond,
				toward) when
				speaking and
				writing.
				al con produce e
				•I can produce a
				complete
				sentence in

Module 7: Essential: Sessetial: Sessetial: Phonological Victure Witting form: Summative Summative 1:10: FF 11 (Lesson: Essential: Resential: Resential: Resential: Summative: Witting form: Summative:								response to prompts when
Module 7: The Big Outdoors 1 - 15:Essential: 								speaking and writing.
Image: Second								
Module 7: Essential: Ponological Manipulation and the end of my sentences. Visitian and the end of my sentences. Commas in a data. The Big Outdoors R5 11 (Lesson: 1-15) Coastion: Naveness: Writing Form: - Writing								
Module 7: It Big OutdoorsEssential: Reserve 1 - 13)Essential: Reserve Commas when Distance Semences - 1 - can use commas when Bind promes Bind promes Bind promes Bind promes Bind promes Bind promes Contacts in a Bind promes Bind promes Contacts in a Bind promes Bind promes Contacts in a Bind promes Semences - 1 - can use - 1 - can use words - 1 - can use words - 1 - can use words - 1 - can use - can								names of people.
Module 7: The Big CutatorsEssential: Ref. 1. (Lessons: 1.16)Essential: CutatorsPhonological Module 7: CutatorsWriting Form: Power Words Ref. 1. (Lessons: CutatorsSummative: Formers Power Words Nord 0 timps Power Words Ref. 1. (Lessons: 1.16)Summative: Power Words Ref. 1.10Summative: Power Words Ref. 1.10Summative: Power Words Reading Power Po								
Module 7: The Big OutdoorsEssential: Essential: The Big 1-3)Essential: Can use the Biel Phone Descention: Name Addees: Now do thing in RF 14 (Lessons: 1-15)Phonological Now do thing in Bielnd Phonemes Bielnd Phonemes (Candoors) Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Name Na								the end of my
Module 7: The Big CundoorsEssential: RF 1.1 (Lessons: 1.5)Essential: Ouestion: nature nature in 1.5)Phonological Amareness: Manjudate Phonemes ChangeVocabulary: Nove Words Outboars Vocabulary: Vocabulary Vorte an Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: Nareness: N								
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Module 7: The Big Outdoors Essential: RF 1.1 (Lessons: 1.15) Essential: RF 1.2 (Lessons: 1.15) Phonological Awareness: Vocabulary: Power Words Writing Form: opinion Summative: proor Words Loraning assessment 3 weeks RF 1.2 (Lessons: 1.15) Essential: RF 1.3 (Lessons: 1.15) Phonological Waters Vocabulary: Namipulation Writing Form: Power Words - Write an opinion Summative: Proor Words - Mord is pell- assessment 3 weeks RF 1.3 (Lessons: 1.15) RF 1.4 (Lessons: 1.15) Charge Phonomess: Phonemess Generative Generative - Write an arrative - Mord ideals to questions and vocabulary - Wind allow of assessment: - Suffix - Words About - Add deals to questions and vocabulary - Add deals to questions - Add deals to questions -								
Module 7: The Big Outdoors Essential: RF 1.1 (Lessons: 1-3) Essential: RF 1.2 (Lessons: 1-15) Phonological Aurancess Classons: 1-15) Vocabulary: How do bings in nature change? Writing Aurancess Power Words Summative: power Words Land in full assessment 3 weeks RF 1.3 (Lessons: 1-15) In (Jessons: 1-15) In (Jessons: 1-15) Phonological Waring Phonemes Vocabulary: Phonemes Writing Amarative Phonemes In old of module assessment In an identify words. 1.15) RF 1.4 (Lessons: 1-15) In (Jessons: 1-15) Note an end of module In a method assessment In a method assessment In a mature informational text produce RHyme -Write an essessment In a method assessment In a method assessment 1.15) RU, 1.1 Lessons: 1-15 Phonemes Suffix (-Bssons) In a method assessment In a method assetsment In a method assetsment In a method assetsment 1.15 L.15 (Lessons: 1.15, L.15, L.15, L.14, L.15, R.14, L.15, R.14, L.12, L.14, L.14, L.12, L.14, L								commas when
Module 7: The Big Outdoors Essential: RF 1.3 (Lessons: 1.15) Essential: RF 1.3 (Lessons: 1.15) Essential: RF 1.3 (Lessons: 1.15) Penological Margulate Vocabulary: Nords About Writing Form: Power Words Summative: Write an experiment to an ecopinize Learning Trapts: 1.15) 3 weeks 1.15) RF 1.3 (Lessons: 1.15) Interful changer 7 Phonological Phonemes: Vocabulary Phonemes: Write an experiment Phonemes: Include in the words. Include in the more and phone an								
Module 7: The Big Outdoors Essential RF 1.2 (Lessons) Essential Question: Phonological Awareness: Prover Words Writing Form: Stummative: End of molessistic application End of molessistic application Writing Arman End of molessistic application Learning assessment Learning assessment Learning assessment Learning assessment Learning assessment Learning assessment Learning assessment 3 weeks RF 1.3 (Lessons) 1-15) RF 1.4 (Lessons) Phonemes: Generative nature end of droute r (an recognize that words are und ords assessment: action recognize 1-15 Rut. 1.4 Rut. 1.4 Rut. 1.4 Rut. 1.4 Rut. 1.4 Rut. 1.4 assessment: assessment: assessment: astrategis astrat								
The Big RF 1.1 (Lessons) Douestion: Awareness: Power Words Wite an End of module Targets: 3 weeks 1150 change? Phonemes: Generative narative Included in the ''.can identify 3 weeks 1150 change? Phonemes: Generative narative Included in the ''.can recognize 1 AF 1.4 (Lessons) Phonemes: Generative narative Included in the ''.can recognize 1 AF 1.4 (Lessons) Phonemes Fellengs and -Add tetals to seessment: con make a 1 AF 1.4 (Lessons) Phonemes Fellengs and -Add tetals to Sellens seessment: con recognize 1 AF 1.4 (Lessons) Phonics: Phonics: Thing seas sting in Skills, esses semetrice ''.can recognize 1 A 5 (Lessons: 1.5 (Lessons: Shoft G(g, dpe) Shrategy Strategy information force Comprehension Grammar, and after them. 1 A 5 (Lessons: 1.5 (Lessons: Shoft G(g, dpe) Shrategy strategy information force Grammar, and after them. and after								
Cutdoors 1.3) Lessons: How do things in larue Biend Phonemes Reader's optimin assessment Hearling 3 weeks RF 1.2 (Lessons: 1-15) Reful 4 (Lessons: Change? Phonemes: Generative -Write an Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the words. About Included in the end of module on the end words. About Included in the end of module on the end words. About Included in the end of module on the end words. About Included in the end of module on the end words. About Included in the end words. About Included in the end words. About<				-	-			
Avecks RF 1.2 (Lessons: 1-15) nature hange? Manipulate Phonemes: 1-15) Vocabulary Phonemes: Segment Vocabulary Phonemes: Segment Vocabulary -Write a Manipulate narrative Phonemes: 1-40 (dentity) Utile and phonemes: Segment Manipulate Phonemes: Phonemes: Segment Vocabulary -Words About Phonemes Vorite a narrative Phonemes Included in the easessment Hetters. I can recognize that words are combined to make a R1 4. (Lessons: 1-15) R1 4. (Lessons: 1-15) I can recognize that words are combined to a sentence is aphalated produce Rhyme Setting and setting and	U U	,						
3 weeks 1-15 (Lessons: 1-15) Include and importance interaction of module assessment included in module assessment included in module assessment. Include and importance include assessment included in module assessment. Words About informational information info		· · · · · · · · · · · · · · · · · · ·	I v					letters.
1-15) RF 1.4 (Lessons: 1-15)Segment Phonemes Identify, Produce RI/L 1.1 (Lessons: 1-15)- Words About Identify, Produce Beliefsinformational text assessment: strangthen- Same response to peer questions and Vocabulary.informational text assessment: (Foundational sentence: 4.2000)RI/L 1.1 (Lessons: 1-15)Produce Rhyme Pronics: 1.3, 5+15)Pronics: Soft g (g, dge) Strategy- Surgerism response to peer questions and Vocabulary. - Recall Information from Sources to perform Comprehension/ Literary Analysis, separated by sphate befor sphate befor sphat	3 weeks	'	change?					
RF 1.4 (Lessons: 1.15)Promemes identify: Produce River W1.2 (Lessons: 1.3, 5-15)Feelings and elsifs writing in Produce River Words About Produce River Sult 1.1 (Lessons: 1.3, 5-15)Promemes Resons Long u e(VCe)Feelings and vocabulary vocabulary - Recall- Add deals to strengthen response to peer questions and suggestionscombined to make a sentence.1.4, 10, 15)Phonics: Long u e(VCe)Vocabulary Vocabulary - Recall- Recall strategies, - RecallGenerative vocabulary - Recall- Add deals to strategies, - Recall- Comprehension - Comprehension - Comprehension - Comprehension - Comprehension - Common - Common - Use digitations - Common - Use digitations - Common - Use digitations - Common - Comprehension - Common - Comprehension - Participate in - Procedural Text - Song- Add deals to - Common - Comprehension - Participate in - Participate in<				-	,			
1-15)Identify, Produce RhymeBelief - Suffix-lessstrengthen response to peer questions and suggestions and suggestions and vocabulary, - RecallGenerative vocabulary, - Recall - Recall		'		U U			assessment.	
Nume-Junk Hess-Junk Hess-Ju					U U		(Foundational	make a
InstructureProduce RightProduce RightProvide AddutGenerative questions and vocabularyInat the first word questions and vocabulary1.3, 5-15)Soft g (a, de)Strategies, 1-15 (Lessons: 1-16, (Lessons: 1-15)Soft g (a, de) Stort e (a)Strategies, Strategies, 1-15 (Lessons: 1-15)Soft g (a, de) Stort e (a)Strategies, Strategies, 1-15 (Lessons: Information from answer questions, Writing)Information from Comprehension/ Uterary Analysis, answer questions, Writing)Information from Comprehension/ Uterary Analysis, era recognize that words area parated by sparated				,		U	,	
8. 10, 15) Phonics: Things suggestions Vocabulary In a suggestions Vocabulary -1 an recognize 1-3, 5-15) Long u, e (VCe) Strategies, -1 an recognize -1 an recognize 1-4, 5, (Lessons: Long a (a, ay) Shorte (ea) -5 Andes of suggestions Comprehension/ -1 can recognize 1-15) Long a (a, ay) -5 Andes of sources to answer questions Grammar, an ercognize 1-15) Contractions with Multiple answer questions HMH selection -1 an recognize 1-15, Contractions with Genres: and support Common ena recognize 13, RU, 1.5, Long u, VCe Characteristics -Use digital tools Formative: punctuation 1,7, RU, 1.8, RU Long a Yowel Pattern -Fantasy period). -Fantasy period). enterlot period). 1,9, W1,7, W Team Things contacter feature Nonfiction Nonfiction poicts Leveled Readers vowel sounds santer cesent santer cesent santer cesent comparts santer cesent santer cesent		` '		Produce Rhyme				that the first word
SL 1.1 (Lessons: 1.3, 5-15)Long u, e (VCe) Soft g (g, dge) L 1.5 (Lessons: 1.48, 10-15)Long u, e (VCe) Soft g (g, dge) Short e (ea)Vacabulary Strategy - Shades of Meaning sources to answer questions (Finanzian di support - Use digital tools to produce and publish writing. - Use digital tools to produce and publish writing.Strategy is - Strategy - Strategy Grammar, Writing)Strategies, - Grammar, and after them. - Comprehension/ spaces before and after them. - I can recognize mark. - I can recognize and support - Use digital tools to produce and publish writing. - Use digital tools to produce and publish writing. - Participate in - Procedural Text - Sang and supportStrategies, - Recall Comprehension - Strategy - Strategy - Commative: - Use digital tools to produce and produce and produce and produce and - Protecipate in - Praticipate in - Praticipate in - Praticipate in - Praticipate in - Procedural Text - Song animal, heads, keep, lefs, point, keep, lefs, point, - Song animal, heads, - Song animal, heads, - SubjectStrategy is - Strategy - Strategy - Praticipate in - Procedural Text - Song - Song - Sibiect - Song - Sibiect - Song - Song - Sibiect - Song - Song - Song - Sibiect - SubjectStrategy is - Song - Song - Song - Song - SubjectStrategy is - Song - Song - Song - Song - Song - Song - SubjectStrategy is - Song - Song - Song - Song - SubjectStrategy is - Song - Song - Song - Song - SubjectStrategy is - Song - Song - Song - SubjectStrategy is - Song				Phonics:				
L 1.5 (Lessons: 1.8, 10-15) L 1.6 (Lessons: 1.15)Long (e.g., e) Short e (ea) L.16 (Lessons: 1.15)Short e (ea) Long a (a; ay) Contractions with in, 's, n't, 'ISeprint and the sentence and support Discuss Genre Literary Analysis, Grammar, answer questions with guidance and support to an recognize important parts of a sentence (e.first word, can recognize (foundation)Nofiction Decodable; five, Nofiction- SangMentor Text: Ask Me by Bernard WaberComprehension can blends consonant blends, can blend sounds in a tan at word i can blends consonantNot vovel sounds i can take apart vovod, i can p				Long u, e (VCe)	Vocabulary	- Recall	Strategies,	 I can recognize
Line (Lesson): 1-15)Long a (ai, ay) Contractions with MultipleMultiple answer questions with guidance and supportGrammar, answer questions with guidance and supportCommentum and support<		. ,			0,		•	
L 1.6 (Lessons: 1-15)Long a (ai, ay) Contractions with Multipleanswer questions with guidance and supportWriting)I can recognize that a sentence ends with a portationsNeed to Know: RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.6, RI/LSpelling: Long u; VCe- Opinion Writing Date of the sentence ends with a Discuss Genre - Opinion Writing uncluation Text- Use digital tools to produce and uncluding in including in collaboration with pers - Participate in Pattern 1.1, 2, L 1.4Spelling: Long a Vowel- Opinion Writing including in including in - Participate in - Participate in procedural Text - SongWords: - Participate in a writing projectsCommon HMH Module (ie, first word, capitalization, eradistic Fiction - Procedural Text - SongComprehension a writing projectsComprehension a writing vowel sounds and writing projects- Comprehension a writing - Comprehension - Comprehension - Future Tense - SubjectWertor Text: - SongComprehension - Comprehension - Future Tense - Subject- Opinouns - Comprehension - Future Tense - SubjectMentor Text: - Comprehension - Comprehension - Future Tense - Subject- Comprehension - Comprehension - Can take apart - Can at a word.1.1 Observation - Can a take apart hold, oid, only, open, round Decodable: (clean, green, head, please, read, see- Response to Text: - Tan take apart - Tan take apart - Can take apa		``		• • •		•		spaces before
1-15)Contractions with MultipleMultiple emres: Discuss Genre - Use digital toolswith guidance and support - Use digital toolsthat a sentence ems mark.Need to Know: 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 1.4Spelling: Pattern Long e Patterns L Long a Vowel PatternCharacteristics - Opinion Writing publish writing, including in - Participate in - Participate in shared research shared researchHMH selection mark. - I can recognize important parts of a sentence (ie. first word, capitalization, - Participate in - Participate in shared researchHMH Module (ie. first word, capitalization, - Participate in shared research shills only)Hat a sentence ends with a punctuation mark. - I can recognize important parts of a sentence (ie. first word, capitalization, - Participate in shared researchHMH selection (including in period).HMH selection (is firword, capitalization, - Participate in shared research shills only)Hild selection (is firword, capitalization, - I can tell the sounds. - I can blend sounds to make sounds to make sounds to make sounds to make sounds to make sounds to make apart a word. - Comprehension - SubjectHour to word sounds to make apart a word. - I can take apart thod, old, only, voren, tean, peese, indd, old, only, open, nound Decodable: clean, green, head, please, read, seeComprehension including tean teac way sounds to make requires on and sound to make apart a word. - I can take away sounds to make apart a word. - I can take away sounds		L 1.6 (Lessons:			5		,	
Need to Know: 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 1.4Discuss Genre Characteristics - Opinion Writing - Informational Text- Use digital tools to produce and publish writing, including in collaboration with - Participate in - Procedural Text - Narrative - Procedural Text - Narrative - Narrative - Narrative - Narrative - Song- Use digital tools to produce and publish writing, including in collaboration with - Participate in - Procedural Text - Narrative - Narrative - Narrative - SongFormative: HMH Module (RI/L 14, RI/L - Procedural Text - Narrative - Narrative - SongFormative: must, these, tose, use, writeJust 1.1High Frequency 1.8, L 1.1, SL 1.5Week 1: animal, heads, keep, let's, point, tose, use, writeSpeaking and Listening: - Song- Use digital tools to produce and publish writing, including in - Participate in - Procedural Text - SongFormative: to produce and publish writing, including in - Participate in - Procedural Text - SongHMH Module Inventory (Foundational - Participate in - Procedural Text - SongHMH Module (RI/L 14, RI/L - Participate in - Procedural Text - SongHMH Module - Comprehension - SubjectHMH Module (RI/L 14, RI/L - Comprehension - Cutar Exe apart - Comprehension - Future Tense - SubjectComprehension - SubjectComprehension - Cutar Exe apart - ChecksTo berevice - Comprehension - Can take apart - Can take apartWeek 2:<		1-15)			•	-	•	that a sentence
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Self-Correction words. - (can read with different endings. - (can read words. - (can and what - read. - (can and out) - (can read out) - (can subset) - (can answer) - (can subset) - (can subset)					
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		a story
		(transitions, and,
		then, so) •I can write an
		ending to leave
		the reader out of
		the story.
		For opinion
		•I can write a
		topic sentence
		with supporting
		details to lead the reader into
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		reason for my
		opinion.
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		informative/expla
		natory •I can write a
		topic sentence to
		lead the reader into the
		story.(beginning)
		•I can write a
		sentence/s that
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Module 8:	Essential:	Essential	Phonological	Vocabulary:	Writing Form:	Summative:	Learning
Tell Me a Story	RF 1.1 (Lessons:	Question:	Awareness:	Power Words	- Write an	End of module	Targets: •I can identify
	2)	What lessons	Blend Phonemes	Reader's	opinion	assessment	letters.
3 weeks	RF 1.2 (Lessons:	can we learn	Isolate	Vocabulary	- Write a		•I can identify
	1-8, 10-15)	from stories?	Phonemes:	Generative	narrative	Included in the	words.
	RF 1.3 (Lessons: 1-15)		Identify Vowel Segment	Vocabulary -Words About	 Write an informational text 	end of module assessment:	 I can recognize that words are
	RF 1.4 (Lessons:		Phonemes	Actions and	- Add details to	assessment.	combined to
	1-15)		Manipulate	Directions	strengthen	(Foundational	make a
	RI/L 1.1		Phonemes: Add	-Suffix -ly	writing in	Skills,	sentence.
	(Lessons: 1-15)		Manipulate	Vocabulary	response to peer	Generative	 I can recognize that the first word
	W 1.2 (Lessons:		Phonemes:	Strategy	questions and	Vocabulary,	in a sentence is
	5, 10, 11, 13, 15)		Delete	-Classify and	suggestions	Vocabulary	capitalized.
	SL 1.1 (Lessons:		Manipulate	Categorize	- Recall	Strategies,	•I can recognize
	1-4, 6-15)		Phonemes:	NA - 141 - 1 -	information from	Comprehension/	that words are separated by
	L 1.5 (Lessons: 1-15)		Change Segment, Count	Multiple Genres:	experience or	Literary Analysis, Grammar,	spaces before
	L 1.6 (Lessons:		Phonemes	Discuss Genre	sources to answer questions	Writing)	and after them.
	2-15)		1 Honemes	Characteristics	with guidance	(Vinting)	•I can recognize
	2 10)		Phonics:	-Informational	and support	Common	that a sentence ends with a
	Need to Know:		Long o (oa, ow)	Text	- Use digital tools	Formative:	punctuation
	RI/L 1.2, RI/L		Long o, i (oe, ie)	-Folktale	to produce and	HMH selection	mark.
	1.3, RI/L 1.5,		Long i (igh, y)	-Fantasy	, publish writing,	quizzes	•I can recognize
	RI/L 1.6, RI/L		Long i, o	-Drama	including in		important parts of a sentence
	1.7, W 1.3, W		r-Controlled	-Fable	collaboration with		(ie.,first word,
	1.5, SL 1.2, SL		Vowel ar	-Biography	peers	Inventory	capitalization,
	1.3, SL 1.4, L		Two-Syllable	-Video	- Participate in	(Foundational	period). •I can tell the
	1.2, L 1.4		Words	Speaking and	shared research and writing	Skills only)	difference
	Familiar With:		Spelling:	Listening:	projects	Leveled Readers	between long
	RI/L 1.4, RI/L		Long o	Ask and Answer	projecto		vowel sounds
	1.9, W 1.8, L 1.1,		Long i Patterns	Questions	Mentor Text:	Comprehension	and short vowel sounds.
	SL 1.5		r-Controlled		The Kissing	Quizzes	•I can blend
			Vowel ar	Comprehension	Hand by Audrey		sounds to make
				:	Penn	Running Records	
			High Frequency	Use			consonant blends.
			Words:	Metacognitive	Grammar Mini	1:1 Observation	•I can break
			Week 1:	Skills -Create Mental	Lessons: - Possessive	Records	apart a word.
			along, answer, children, going,	Images	Pronouns	Daily Lesson	•I can put a word
			mother, talk,	-Make	- Indefinite	Checks	back together.I can take apart
			upon, woman	Connections	Pronouns		the sounds in a
			Decodable: each,		- Contractions	HMH High	word.
			goes, grow,	-Synthesize		Frequency Word	 I can add sounds to make
			know, own			Inventory	new words.
				Literary			 I can take away
			Week 2:	Elements/Author'			sounds to make
			bring, eyes,	s Purpose and			new words. •I can replace
			family, girl, move, soon, together,	Craft -Text Features			sounds to make
			warm	-Theme			new words.
			Decodable: by,	-Characters			•I can spell
			cold, find, fly,	-Elements of			words with common
			hold, kind	Drama			consonant
				-Setting			digraphs.
			Week 3:	-Point of View			 I can decode regularly spelled
			brown, few,	-Central Idea			one-syllable
			funny, myself,	Deensmaa ta			words.
			new, once, thank, words	Response to Text:			•I can identify the
			<u>Decodable:</u> car,	Interact with			silent -e at the end of a word.
			far, hard, old,	Sources			•I can identify
			right, yellow	Written			common long
			, yee.	Response			vowel teams.
						1	•I can identify the
			Concepts of				
			Concepts of Print:	Fluency:			number of syllables in a

r					,
		Letters, Words,	Expression		 I can decode
		and Sentences	Phrasing		two syllable
		Directionality			words.
		,			 I can read words
		Fluency:			with different
		Reading Rate			endings.
					•I can read
		Expression			irregularly
		Phrasing			spelled words.
					•l can
					understand what
					I read.
					 I can tell why I
					read.
					•I can read out
					loud correctly.
					 I can read out loud smoothly.
					•I can read out
					loud with
					expression.
					•l can fix
					mistakes that I
					make when I
					read.
					•I can use the
					rereading
					strategy after I fix
					my mistake if
					needed.
					•l can answer
					questions about
					important details
					in a text.
					•l can ask
					questions about
					important details
					in a text.
					For narrative
					 I can write a
					topic sentence
					with supporting
					details to lead
					the reader into
					the story.
					(beginning)
					•I can write a
					sentence to
					introduce a topic
					(beginning)
					 I can write about
					the events of a
					story (middle)
					 I can use words
					to tell the order of
					a story
					(transitions, and,
					then, so)
					 I can write an
					ending to leave
					the reader out of
					the story.
					For opinion
					 I can write a
					topic sentence
					with supporting
					details to lead
					the reader into
					the story.
					(beginning)
					 I can write a
					sentence to
					introduce a topic

			(beginning)
			•I can write about
			the events of a
			story (middle)
			 I can use words
			to tell the order of
			a story
			(transitions, and,
			then, so)
			al con write on
			 I can write an
			ending to leave
			the reader out of
			the story.
			 I can give a
			reason for my
			opinion.
			_
			For
			informative/expla
			natory
			 I can write a
			topic sentence to
			lood the reader
			lead the reader
			into the
			story.(beginning)
			•I can write a
			sentence/s that
			includes facts
			about the topic.
			(middle)
			 I can write an
			ending to leave
			the reader out of
			the story.
			 I can follow
			rules when
			discussing topics
			with others.
			•I can listen to
			when others
			speak.
			 I can respond to
			others when they
			speak.
			•I can participate
			in conversations
			by asking
			questions.
			 I can think about
			people's
			differences
			(nhypical
			(physical,
			emotional,
			culture,
			disabilities,etc.)
			when
			communicating
			with them.
			 I can use
			common nouns
			when speaking
			and writing
			•I can use proper
			nouns when
			speaking and
			writing.
			•I can use
			possessive
			nouns when
			speaking and
			writing.
			 I can use
			singular nouns
			with matching
			verbs in basic
			sentences.
			 I can use plural

		1					
			1				nouns with
							matching verbs
							in basic sentences.
							•l can use
							pronouns when
							speaking and
							writing.
							•I can use
							adjectives when
							speaking and writing.
							•I can use
							conjunctions
							(e.g. and, but, or,
							so, because)
							when speaking
							and writing.
							•I can use verb tenses when
							speaking and
							writing.
							•I can use
							prepositions(e.g.
							during, beyond,
							toward) when speaking and
							writing.
							•I can produce a
							complete
							sentence in
							response to
							prompts when speaking and
							writing.
							•I can capitalize
							dates.
							 I can capitalize
							names of people.
							 I can use punctuation at
							the end of my
							sentences.
							 I can use
							commas in
							dates.
							•l can use
							commas when
							listing items. •I can use what I
							know about
							words to spell
							new words.
Module 9:		1					
	Essential:	Essential	Phonological	Vocabulary:	Writina Form:	End of the Year	Learning
Grow, Plants,		Essential Question:	Phonological Awareness:	Vocabulary : Power Words	Writing Form: - Write an	End of the Year Summative:	Learning Targets:
Grow, Plants, Grow!	RF 1.1 (Lessons:		-		-		Targets: •I can identify
	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13)	Question: What do plants	Awareness: Segment, Count	Power Words Reader's	- Write an	Summative:	Targets: •I can identify letters.
	RF 1.1 (Lessons:	Question: What do plants	Awareness: Segment, Count Syllables	Power Words	- Write an opinion	Summative: End of the Year	Targets: •I can identify letters. •I can identify
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons:	Question: What do plants need to live	Awareness: Segment, Count	Power Words Reader's Vocabulary	- Write an opinion - Write a	Summative: End of the Year Acadience	Targets: •I can identify letters. •I can identify words.
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10)	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count	Power Words Reader's Vocabulary Generative	- Write an opinion - Write a narrative	Summative: End of the Year Acadience Benchmark	Targets: •I can identify letters. •I can identify
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons:	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes	Power Words Reader's Vocabulary Generative Vocabulary	- Write an opinion - Write a narrative - Write an	Summative: End of the Year Acadience Benchmark	Targets: •I can identify letters. •I can identify words. •I can recognize
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15)	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and	- Write an opinion - Write a narrative - Write an informational text - Add details to	Summative: End of the Year Acadience Benchmark Assessment	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons:	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes	Power Words Reader's Vocabulary Generative Vocabulary - Words About	- Write an opinion - Write a narrative - Write an informational text	Summative: End of the Year Acadience Benchmark Assessment End of module	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence.
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15)	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things	 Write an opinion Write a narrative Write an informational text Add details to strengthen writing in 	Summative: End of the Year Acadience Benchmark Assessment End of module	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un-	- Write an opinion - Write a narrative - Write an informational text - Add details to strengthen	Summative: End of the Year Acadience Benchmark Assessment End of module assessment	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15)	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables Delete Syllables	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un- Vocabulary	- Write an opinion - Write a narrative - Write an informational text - Add details to strengthen writing in response to peer	Summative: End of the Year Acadience Benchmark Assessment End of module assessment Included in the	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15) W 1.2 (Lessons:	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables Delete Syllables Phonics:	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un- Vocabulary Strategy	- Write an opinion - Write a narrative - Write an informational text - Add details to strengthen writing in response to peer questions and	Summative: End of the Year Acadience Benchmark Assessment End of module assessment Included in the end of module	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15) W 1.2 (Lessons: 4, 5, 11)	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables Delete Syllables Phonics: r-Controlled	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un- Vocabulary Strategy - Reference	- Write an opinion - Write a narrative - Write an informational text - Add details to strengthen writing in response to peer questions and suggestions	Summative: End of the Year Acadience Benchmark Assessment End of module assessment Included in the end of module	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is capitalized. •I can recognize that words are
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15) W 1.2 (Lessons: 4, 5, 11) SL 1.1 (Lessons:	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables Delete Syllables Phonics: r-Controlled Vowels or, ore	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un- Vocabulary Strategy - Reference	- Write an opinion - Write a narrative - Write an informational text - Add details to strengthen writing in response to peer questions and suggestions - Recall	Summative: End of the Year Acadience Benchmark Assessment End of module assessment Included in the end of module assessment:	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is capitalized. •I can recognize that words are separated by
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15) W 1.2 (Lessons: 4, 5, 11) SL 1.1 (Lessons: 1-3, 6-15) L 1.5 (Lessons: 1-4, 6-8, 10-13,	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables Delete Syllables Phonics: r-Controlled Vowels or, ore r-Controlled	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un- Vocabulary Strategy - Reference Sources	- Write an opinion - Write a narrative - Write an informational text - Add details to strengthen writing in response to peer questions and suggestions - Recall information from	Summative: End of the Year Acadience Benchmark Assessment End of module assessment Included in the end of module assessment: (Foundational	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is capitalized. •I can recognize that words are separated by spaces before
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15) W 1.2 (Lessons: 4, 5, 11) SL 1.1 (Lessons: 1-3, 6-15) L 1.5 (Lessons: 1-4, 6-8, 10-13, 15)	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables Delete Syllables Phonics: r-Controlled Vowels or, ore r-Controlled Vowels er, ir, ur Two-Syllable Words	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un- Vocabulary Strategy - Reference Sources Multiple Genres: Discuss Genre	 Write an opinion Write a narrative Write an informational text Add details to strengthen writing in response to peer questions and suggestions Recall information from experience or sources to answer questions 	Summative: End of the Year Acadience Benchmark Assessment End of module assessment Included in the end of module assessment: (Foundational Skills, Generative Vocabulary,	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is capitalized. •I can recognize that words are separated by spaces before and after them.
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15) W 1.2 (Lessons: 4, 5, 11) SL 1.1 (Lessons: 1-3, 6-15) L 1.5 (Lessons: 1-4, 6-8, 10-13, 15) L 1.6 (Lessons:	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables Delete Syllables Phonics: r-Controlled Vowels or, ore r-Controlled Vowels er, ir, ur Two-Syllable Words Final Blends ng,	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un- Vocabulary Strategy - Reference Sources Multiple Genres: Discuss Genre Characteristics	 Write an opinion Write a narrative Write an informational text Add details to strengthen writing in response to peer questions and suggestions Recall information from experience or sources to answer questions with guidance 	Summative: End of the Year Acadience Benchmark Assessment End of module assessment Included in the end of module assessment: (Foundational Skills, Generative Vocabulary, Vocabulary	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is capitalized. •I can recognize that words are separated by spaces before
Grow!	RF 1.1 (Lessons: 1-3, 6, 8, 11, 13) RF 1.2 (Lessons: 3-10) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15) W 1.2 (Lessons: 4, 5, 11) SL 1.1 (Lessons: 1-3, 6-15) L 1.5 (Lessons: 1-4, 6-8, 10-13, 15)	Question: What do plants need to live	Awareness: Segment, Count Syllables Segment, Count Phonemes Blend Phonemes Blend Syllables Add Syllables Delete Syllables Phonics: r-Controlled Vowels or, ore r-Controlled Vowels er, ir, ur Two-Syllable Words	Power Words Reader's Vocabulary Generative Vocabulary - Words About Places and Things - Prefix un- Vocabulary Strategy - Reference Sources Multiple Genres: Discuss Genre	 Write an opinion Write a narrative Write an informational text Add details to strengthen writing in response to peer questions and suggestions Recall information from experience or sources to answer questions 	Summative: End of the Year Acadience Benchmark Assessment End of module assessment Included in the end of module assessment: (Foundational Skills, Generative Vocabulary,	Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is capitalized. •I can recognize that words are separated by spaces before and after them. •I can recognize

	Review	- Procedural Text	- Use digital tools	Comprehension/	mark.
Need to Know:	inflections -s, -es	- Fantasy	to produce and	Literary Analysis,	•I can recognize
		-			important parts of
RI/L 1.2, RI/L		- Folktale	publish writing,	Grammar,	a sentence
1.3, RI/L 1.5,		 Informational 	including in	Writing)	(ie.,first word,
RI/L 1.6, RI/L	Spelling:	Text	collaboration with		capitalization,
1.7, RI/L 1.8, W	r-Controlled	- Video	peers	Common	
1.3, W 1.5, SL	Vowels or, ore	vid00	- Participate in	Formative:	period).
, ,			·		•I can tell the
1.2, SL1.3, SL	r-Controlled	Speaking and	shared research	HMH selection	difference
1.4, L 1.2, L 1.4	Vowels er, ir, ur	Listening:	and writing	quizzes	between long
	Final Blends;	Ask and answer	projects		vowel sounds
Familiar With:		questions	1	HMH Module	and short vowel
	11110010113 -3, -03	questions	Mantan Tauti		sounds.
RI/L 1.4, RI/L			Mentor Text:	Inventory	 I can blend
1.9, W 1.8, L 1.1,		Comprehension	One Bean by	(Foundational	sounds to make
SL 1.5	High Frequency	:	Anne Rockwell	Skills only)	words including
	Words:	Use			consonant
	Week 1:	Metacognitive	Grammar Mini	Leveled Readers	blends.
	almost, also,	Skills	Lessons:		 I can break
					apart a word.
	between, ever,	 Evaluate 	 Exclamations 	Comprehension	 I can put a word
	food, really, sing,	 Monitor and 	 Kinds of 	Quizzes	back together.
	three	Clarify	Sentences		 I can take apart
	Decodable: for,	-Retell	- Adjectives: The	Running Records	the sounds in a
	light, more, or,	- Ask and	Senses		word.
	0		001303	1.1 Oh	•I can add
	start, why	Answer		1:1 Observation	sounds to make
		Questions		Records	new words.
	Week 2:				•I can take away
	boy, door, father,	Literary		Daily Lesson	sounds to make
	maybe, nearest,	Elements/Author'		Checks	new words.
				Oneono	
	says, shouted,	s Purpose and			•I can replace
	until	Craft		HMH High	sounds to make
	Decodable: first,	 Elements of 		Frequency Word	new words.
	hand, her, hurt,	Poetry		Inventory	•I can spell
	next, went	- Text		,	words with
					common
		Organization			consonant
	Week 3:	 Story Structure 			digraphs.
	above, blue,	 Text Features 			 I can decode
	knew, number,	- Chronological			regularly spelled
	push, sure, took,	Order			one-syllable
		Oldel			words.
	watch				 I can identify the
	Decodable:	Response to			silent -e at the
	bring, drink,	Text:			end of a word.
	going, long,	 Interact with 			 I can identify
	thank, thing	Sources			common long
	ananik, anng	- Written			vowel teams.
					•I can identify the
	Concepts of	Response			number of
	Print:				syllables in a
	Words in	Fluency:			printed word.
	Sentences	Intonation			•I can decode
		Accuracy and			two syllable
		-			words.
	Letters, Words,	Self-Correction			•I can read words
	and Sentences	Reading Rate			with different
					endings.
	Fluency:				•I can read
	Intonation				
	Accuracy and				irregularly
					spelled words.
	Self-Correction				 I can understand what
	Reading Rate				
					I read.
					•I can tell why I
					read.
					•I can read out
					loud correctly.
					•I can read out
					loud smoothly.
					•I can read out
					loud with
					expression.
					 I can fix
					mistakes that I
					make when I
	-				

			read. •I can use the rereading strategy after I fix my mistake if needed. •I can answer questions about important details in a text. •I can ask questions about important details in a text. For narrative
			•I can write a topic sentence with supporting details to lead the reader into the story. (beginning) •I can write a sentence to introduce a topic (beginning)
			 I can write about the events of a story (middle) I can use words to tell the order of a story (transitions, and, then, so) I can write an ending to leave the reader out of the story.
			For opinion •I can write a topic sentence with supporting details to lead the reader into the story. (beginning) •I can write a sentence to introduce a topic (beginning) •I can write about the events of a story (middle) •I can use words to tell the order of a story (transitions, and,
			(transitions, and, then, so) •I can write an ending to leave the reader out of the story. •I can give a reason for my opinion. For informative/expla natory •I can write a topic sentence to lead the reader into the

section and a section of the section					
sentences that includes facts about the species of the sentences that the reader out of the sector. The serve the sector. The serve the sector. The sector					story.(beginning)
In the second					
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							during, beyond, toward) when speaking and writing. •I can produce a complete sentence in response to prompts when speaking and writing. •I can capitalize dates. •I can capitalize names of people. •I can use punctuation at the end of my sentences. •I can use commas in dates. •I can use commas when listing items. •I can use what I know about words to spell new words.
Module 10: Dare to Dream	Essential: RF 1.1 (Lessons:	Essential Question:	Phonological Awareness:	Vocabulary: Power Words	Writing Form: - Write an	Summative: End of module	Learning Targets:
Dale to Diealli	6, 8, 11, 13)	How can thinking	Segment, Count	Reader's	opinion	assessment	 I can identify
3 weeks	`	in new	Syllables	Vocabulary	- Write a		letters. •I can identify
	1, 2, 6-15)	ways help solve	Blend Syllables	Generative	narrative	Included in the	words.
	RF 1.3 (Lessons: 1-15)	problems?	Blend Phonemes Segment	Vocabulary - Prefix re-	 Write an informational text 	end of module assessment:	 I can recognize that words are
	RF 1.4 (Lessons:		Phonemes	- Words About	- Add details to	assessment.	combined to
	1-15)			Places and	strengthen	(Foundational	make a
	RI/L 1.1		Phonics:	Things	writing in	Skills,	sentence. •I can recognize
	(Lessons: 1-15)		Contractions with	Vocabulary	response to peer	Generative	that the first word
	W 1.2 (Lessons: 2, 4, 5, 15)		've, 're Suffixes -er, -est	Strategy - Shades of	questions and suggestions	Vocabulary, Vocabulary	in a sentence is
	SL 1.1 (Lessons:		Vowel Pattern oo		- Recall	Strategies,	capitalized. •I can recognize
	1-3, 5-7, 9-15)		(//)	-	information from	Comprehension/	that words are
	L 1.5 (Lessons:			Multiple	experience or	Encorary / maryono,	separated by spaces before
	1-7, 9-13, 15) L 1.6 (Lessons:		Vowel Patterns: //(Spellings oo,	Genres: Discuss Genre	sources to answer questions	Oranninai,	and after them.
	2-13, 15)		ou, ew)	Characteristics	with guidance	winning)	 I can recognize that a sentence
			Vowel	- Informational	and support	Common	ends with a
	Need to Know:		Patterns//(Spellin	Text	- Use digital tools	Formative:	punctuation
	RI/L 1.2, RI/L 1.3, RI/L 1.7, W		gs ue, u)	 Realistic Fiction Fantasy 	to produce and publish writing,	HMH selection quizzes	mark. •I can recognize
	1.3, W 1.5, SL		Spelling:	- Poetry	including in		important parts of
	1.2, SL 1.3, SL		Contractions with	- Biography		HMH Module	a sentence (ie.,first word,
	1.4, L 1.2, L 1.4		'm, 's, n't, 'll Words with oo	- Video	peers - Participate in	Inventory (Foundational	capitalization,
	Familiar With:		(//)	Speaking and	shared research	Skills only)	period). •I can tell the
	RI/L 1.4, RI/L		Vowel Patterns: //		and writing	,,	difference
	1.9, W 1.1, W			N/A	projects	Leveled Readers	between long vowel sounds
	1.6, W 1.7, W 1.8, L 1.1, SL 1.5		High Frequency Words:	Comprehension	Mentor Text:	Comprehension	and short vowel
	1.0, E 1.1, OE 1.0		Week 1:	Use	The Girl Who	Quizzes	sounds. •I can blend
			begin, brother,	Metacognitive	Could Dance in		sounds to make
			front, picture,	Skills	Outer Space by	Running Records	words including consonant
			room, someone, sometimes,	- Retell - Make	Maya Cointrea	1:1 Observation	blends.
			young	Inferences	Grammar Mini	Records	•I can break
			<u>Decodable:</u> eat,	- Create Mental	Lessons:		apart a word. •I can put a word
			let's, same, sleep, take, think	Images	- Adverbs - Adjectives That	Daily Lesson Checks	back together. •I can take apart
				- Make			

r		1		1	
		Connections	Compare		word.
	Week 2:		- Spelling	HMH High	 I can add
	been, heard,	Literary		Frequency Word	sounds to make
	hurry, learn,	Elements/Author'		Inventory	new words.
				Inventory	 I can take away
	loved, often,	s Purpose and			sounds to make
	study, world	Craft			new words.
	Decodable:	- Central Idea			 I can replace
	good, keep, look,	- Setting			sounds to make
	my, night, took	- Theme			new words.
	ing, night, took	- Elements of			•I can spell
					words with
	Week 3:	Poetry			common
	bear, color,	- Text			consonant
	happy, money,	Organization			digraphs.
	music, second,	- Characters			 I can decode
	sound, without				regularly spelled
	Decodable: blue,	Response to			one-syllable
					words.
	new, soon, too,	Text:			•I can identify the
	try, you	Interact with			silent -e at the
		Sources			end of a word.
	Concepts of	Written			•I can identify
	Print:	Response			common long
	Directionality				vowel teams.
		F I			•I can identify the
	Commas	Fluency:			number of
	End Punctuation	Intonation			syllables in a
		Phrasing			printed word.
	Fluency:	Expression			•l can decode
	Intonation				two syllable
	Phrasing				words.
					•I can read words
	Expression				with different
					endings.
					•I can read
					irregularly
					spelled words.
					•l can
					understand what
					l read.
					 I can tell why I read.
					•I can read out
					loud correctly.
					•I can read out
					loud smoothly.
					•I can read out
					loud with
					expression.
					•I can fix
					mistakes that I
					make when I
					read.
					•I can use the
					rereading
					strategy after I fix
					my mistake if
					needed.
					 I can answer
					questions about
					important details
					in a text.
					 I can ask
					questions about
					important details
					in a text.
					For narrative
					 I can write a
					topic sentence
					with supporting
					details to lead
					the reader into
					the story.
					(beginning)
					•I can write a
		1		1	

			sentence to introduce a topic (beginning)
			 I can write about the events of a story (middle) I can use words to tell the order of a story (transitions, and, then, so) I can write an ending to leave the reader out of the story.
			For opinion
			 I can write a topic sentence with supporting details to lead the reader into the story. (beginning) I can write a sentence to introduce a topic (beginning) I can write about the events of a story (middle) I can use words to tell the order of a story (transitions, and, then, so) I can write an ending to leave the reader out of the story. I can give a reason for my aninion
			opinion. For informative/expla natory
			 I can write a topic sentence to lead the reader into the story.(beginning) I can write a sentence/s that includes facts about the topic. (middle) I can write an ending to leave the reader out of the story. I can follow rules when discussing topics with others. I can listen to when others speak. I can participate in conversations by asking questions.

 I can think about
people's
differences
(physical,
emotional,
culture,
disabilities,etc.)
when
communicating
with them.
 I can use
common nouns
when speaking
and writing
 I can use proper
nouns when
speaking and
writing.
•I can use
possessive
nouns when
speaking and
writing.
•I can use
singular nouns
with matching
verbs in basic
sentences.
 I can use plural
nouns with
matching verbs
in basic
sentences.
•I can use
pronouns when
speaking and
writing.
•I can use
adjectives when
speaking and
writing.
 I can use
conjunctions
(e.g. and, but, or,
so, because)
when speaking
and writing.
•I can use verb
tenses when
speaking and
writing.
•I can use
prepositions(e.g.
during, beyond,
toward) when
speaking and
writing.
•I can produce a
complete
sentence in
response to
prompts when
speaking and
writing.
 I can capitalize dates.
 I can capitalize names of people
names of people.
 I can use punctuation at
punctuation at the end of my
sentences. •I can use
commas in
datee
dates.
dates. •I can use commas when

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read. I can read out loud correctly. I can read out loud smoothly.

							make when I read. •I can use the rereading strategy after I fix my mistake if needed. •I can answer questions about important details in a text. •I can ask questions about important details in a text.
Module 12 (Genre Study: Literary Texts) 3 weeks **Optional for summer school	Essential: RF 1.1 (Lessons: 1, 4, 6, 8) RF 1.3 (Lessons: 1-15) RF 1.4 (Lessons: 1-15) RI/L 1.1 (Lessons: 1-15) Need to Know: RI/L 1.2, RI/L 1.3, RI/L 1.5, RI/L 1.7, L 1.2 Familiar With: RI/L 1.4, RI/L 1.9, L 1.1	Essential Question: Week 1 Focus on Realistic Fiction Week 2 Focus on Folktale Week 3 Focus on Fantasy	Foundational Skills Phonics: Suffixes -ful, -less, -ly, -y; Prefixes un-, re- Fluency: Phrasing Spelling: Suffixes -ful, -ly, -y High Frequency Words: Week 1: Review: above, again, around, does, gives, live, says, what Week 2: Review: once, people, these, they, wash, water, who, world Decodable: open Week 3: Review: animal, could, different, pull, should, talk, won't, would	Reading Workshop Genre Characteristics: - Realistic Fiction - Story Structure - Point of View	Writing Form: - Write an opinion - Write a narrative - Write an informational text - Add details to strengthen writing in response to peer questions and suggestions - Recall information from experience or sources to answer questions with guidance and support - Use digital tools to produce and publish writing, including in collaboration with peers - Participate in shared research and writing projects Genre Characteristics: - Realistic Fiction - Story Structure - Point of View	(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/ Literary Analysis, Grammar, Writing) Common Formative: HMH selection quizzes	Learning Targets: •I can identify letters. •I can identify words. •I can recognize that words are combined to make a sentence. •I can recognize that the first word in a sentence is capitalized. •I can recognize that words are separated by spaces before and after them. •I can recognize that a sentence ends with a punctuation mark. •I can recognize important parts of a sentence (ie.,first word, capitalization, period). •I can spell words with common consonant digraphs. •I can decode regularly spelled one-syllable words. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the silent -e at the end of a word. •I can identify the number of syllables in a printed word. •I can read words with different endings. •I can read irregularly spelled words. •I can understand what

			I read. •I can tell why I read. •I can read out loud correctly. •I can read out loud smoothly. •I can read out loud with expression. •I can fix mistakes that I make when I read.
			rereading strategy after I fix my mistake if needed. •I can answer questions about important details in a text. •I can ask questions about important details in a text.