		Shelby Pul	blic Schools:	First Grade - R	EACH ESL CURRICULUM MAP - Volume 1	Last Updated: 11/28/2015	
Units of Study	What topics learned? W vocabulary fo students	/Content will be taught and hat is the essential r the unit? What do need to know? Vocabulary	Skills What do students have to be able to do related to the content?	Essential Questions What are the fundamental, enduring questions that will guide study and instruction?	CCSS & WIDA What benchmarks will be achieved through this topic? ~ Instruction	Resources What materials, texts, videos, Internet, software, or human resources support instruction?	Assessment What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been
					What activities will be used to develop the skills and knowledge?		learned?
Unit 1 Part 1	Family Focus: A World of Families	Key Words: family, home, family member, meal, holiday Academic Vocab: care, help, world, celebrate, play Basic Vocab: family, father, daughter, grandfather, granddaughter, grandmother, grandson, mother, son, sister, brother	Language Function: -Describe -Ask and Answer questions -Nouns -Singular and Plural nouns -Eye contact Reading Strategies: -Plan -Preview -Set a purpose -Predict -Organize ideas -Text features of a magazine article Fluency: -Phrasing -Accuracy and rate Writing: Daily writing tasks Genre:	What makes a family? Part 1: How are families alike?	RL.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (T26-27) RL.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (T26-27) RL.1.9: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (T16-17, T26-27) RL.1.9: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text to describe its key ideas. (T25) RL.1.10: With prompting and support, read informational texts appropriately complex for grade 1. (T10-21) RF1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (T8C, T22b, T23b, T31a) RF1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (T4, T7a, T23b, T32) RF1.3b: Decode regularly spelled one-syllable words. (T8c, T22b, T23b, T31a) RF1.4b: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (T20-21) SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (T4-5) SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (T32c) L.1.1b: Use common, proper, and possessive nouns. (T31) L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy). (T7) L.1.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., Inamed my hamster Nibblet because she nibbles too much because she likes that). (T24a) Listening - Pattern Books/Predictable Books Level 1: Identify characters, places or objects from visuals and oral phrases in illustrated pattern or predictable books after	Mystery Bottle(big book) Families in Many Cultures (student book) The World is Your Family (student book) Teacher Edition – Volume 1: T2a-T32h Sing with Me Language Songs – Level B Practice Masters: 1.1: My Family 1.2: Organize Ideas 1.3: Family Fun 1.4: Families in Many Cultures 1.5: One or More 1.6: Yes or No? 1.7: Families in Many Cultures 1.8: Families in Many Cultures 1.9: Compare Author's Purpose 1.10: Name It! NGReach.com Build Background Video Key Word Images Language Builder Picture Cards eVisual 1.1 eVisual 1.2	Unit 1 – Part 1 - Key Words Test – Content Words Unit 1 – Part 1 - Key Words Test – Academic Vocabulary Unit 1 – Part 1 - Oral Language Rubrics – Optional Daily observations – participation and practice masters work
			-Story -Photo Book		Level 4: Interpret visual connections between characters, places or objects in pages read aloud from illustrated pattern or predictable books. (T4f) Speaking - Fiction (Literary Text)	eVisual 1.3eVisual 1.4	

Speaking - Story Telling Level 5: Create original stories from a series of pictures, wordless picture books or personal experiences (T32-32d) Reading - Non-Fiction (Expository Text) Level 2: Connect illustrated features or photographs of places or objects with descriptive words or phrases in non-fiction books in small groups. (T11, T16-17, T25) Level 5: Summarize features of places or objects from multiple compound sentences in non-fiction books. (T25) Reading - Phonics Level 2Match voice to print by pointing to icons, letters or illustrated words. (T18-19, T25) Speaking - Story Elements Level 1: Name persons (characters) or settings of stories from picture books. (T4a) Level 2: Describe characters or settings of stories from picture books. (T4a) Level 3: Narrate main events of plot sequences in given time frames of picture books or illustrated short stories. (T4f) Reading - Phonemic Awareness Level 2: Blend sounds together to make words, shown visually. (T8c, T22b, T23b, T31a) Level 5: Identify spell/sound correspondence in grade-level text. (T10)	eVisual 1.5 eVisual 1.6 eVisual 1.7 eVisual 1.8 eVisual 1.9 eVisual 1.10 eveled Books: (See attached esson Plans for each book) fiction Books: ust Like My Grandpa By Lada Cratky Key Words:
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	1					• Walks	
						waiks	
						Brothers By Lola M. Schaefer	
						Key Words:	
						• As	
						• Boys	
						• Children	
						• Other	
						You and Me Together: Moms,	
						Dads, and Kids Around the World	
						By Barbara Kerley	
						Key Words:	
						• Some	
						Telling	
						• Time	
						• Walk	
						Walk	
						Additional Resources:	
						Language and Literacy	
						Teamwork Activities	
						Cross-Curricular	
						Teamwork Activities	
	Family	Key Words:	Language	What makes a	RL.1.3: Describe characters, settings, and major events in a story, using key details.	Papá and Me (student book)	Unit 1 – Part 2 -
		extended	Strategies:	family?	(T39, T50-51, T55)		Key Words Test –
Unit 1	Focus:	family,	-Give		RL.1.10: With prompting and support, read prose and poetry of appropriate	Postcard to Grandpa (student	Content Words
	Family	special, fun,	Information	Part 2:	complexity for grade 1. (T38-T52-53)	book)	
Part 2	Events	together,	-Ask For and	What brings	RI.1.6: Distinguish between information provided by pictures or other illustrations		Unit 1 – Part 2 -
	and	parents, visit	Give	families together?	and information provided by the words in a text. (T58)	Teacher Edition – Volume 1:	Key Words Test –
	Celebrati	A	Information		RI.1.7: Use the illustrations and details in a text to describe its key ideas. (T57, T58)	T32i-T65a	Academic
	ons	<u>Academic</u>	-Common and		RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes) in	Sing with Me Language Songs –	Vocabulary
		<u>Vocab</u> :	Proper Nouns -Listen		spoken single-syllable words. (T55b, T56a, T61a) RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes)	Level B	Unit 1 – Part 2 -
		group, place,	Actively		in spoken single-syllable words. (T32, T35a, T55b, T56a)	LCVGI B	Oral Language
		trip, idea,	-Ask for		RF.1.3b: Decode regularly spelled one-syllable words. (T36c)	Practice Masters:	Rubrics –
		share	Clarification		RF.1.3c: Use knowledge that every syllable must have a vowel sound to determine	1.11: Identify Setting	Optional
		Basic Vocab:	3.41.11.0411011		the number of syllables in a printed word. (T35)	1.12: Common or Proper?	- b
		decorate a	Reading		RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	1.13: Papa and Me	Daily
		home, light	Strategies:		a. Read on-level text with purpose and understanding. (T39)	1.14: Meet My Family	observations –
		candles, share	-Plan		b. Read on-level text orally with accuracy, appropriate rate, and expression on	1.15: Family Trip Bingo	participation and
		a meal, wrap a	-Identify		successive readings. (T52-53)	1.16: Papa and Me	practice masters
		present	Setting			1.17: Papa and Me	work
			-Text Features			1.18: Compare Genres	

W.1.5: With guidance and support from adults, focus on a topic, respond to 1.19: Name Game Fluency: questions and suggestions from peers, and add details to strengthen writing as 1.20: Organization -Intonation needed. (T63e-63f) 1.21: Idea Web -Accuracy and W.1.8: With guidance and support from adults, recall information from experiences 1.22: Revise or gather information from provided sources to answer a question. (T63a) 1.23: Edit and Proofread Rate **SL1.1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (T36c-36d) Writing: NGReach.com Build Background Video Daily writing **SL1.1c:** Ask questions to clear up any confusion about the topics and texts under discussion. (T55a) **Key Word Images** tasks **SL.1.3:** Ask and answer questions about what a speaker says in order to gather Language Builder additional information or clarify something that is not understood. (T55a) Picture Cards Genre: -Story L.1.1: Demonstrate command of the conventions of standard English grammar and eVisual 1.11 -Postcard usage when writing or speaking. eVisual 1.12 a. Print all upper- and lowercase letters. (T63g) eVisual 1.13 b. Use common, proper, and possessive nouns. (T35a, T36b, T54a, T54, eVisual 1.14 T61a-61, T62g, T63) eVisual 1.15 **L.1.2:** Demonstrate command of the conventions of standard English capitalization. eVisual 1.16 punctuation, and spelling when writing. eVisual 1.16a a. Capitalize dates and names of people. (T61a, T61, T62g, T63g) eVisual 1.17 D. Use conventional spelling for words with common spelling patterns and for eVisual 1.18 frequently occurring irregular words. (T63g) eVisual 1.19 E. Spell untaught words phonetically, drawing on phonemic awareness and eVisual 1.20 spelling conventions. (T63g) eVisual 1.21 **L.1.5b:** Define words by category and by one or more key attributes (e.g., a *duck* is eVisual 1.22 a bird that swims; a *tiger* is a large cat with stripes). (T33) eVisual 1.23 L.1.5c: Identify real-life connections between words and their use (e.g., note places eVisual 1.24 at home that are *cozy*). (T35) eVisual 1.25 L.1.6: Use words and phrases acquired though conversations, reading and being read eVisual 1.26 to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles Leveled Books: (See attached Lesson Plans for each book) too much because she likes that). (T56a) **Listening - Pattern Books/Predictable Books** Fiction: **Level 1:** Identify characters, places or objects from visuals and oral phrases in In the Yard By Dana Meachen illustrated pattern or predictable books after numerous recitations. (T44-45, T46-47, Rau T48-49, T50-51) Key Words: Level 3: Compare/contrast visuals of characters, places or objects from a series of **Plants** oral sentences from illustrated pattern or predictable books after numerous Sun recitations. (T50-51) Waters Yard **Listening - Role Play** Level 1: Follow along with classmates in role play activities modeled and described orally (e.g., gestures for songs, chants or poems). (T62c-62d) What a Week! By Ina Cumpiano Level 2: Role play familiar, everyday activities modeled in illustrated books read by Key Words: teachers in small groups. (T62c-62d) Better Birthday

	Level 3: Role play characters in plays, videos or illustrated stories ready by teachers in small groups. (T62c-62d) Level 4: Reenact scenes in plays, videos or illustrated stories read by teachers in small groups. (T62c-62d) Speaking - Fiction (Literary Text) Level 1: Name people (e.g., "boy," "man") or objects depicted on illustrated covers of fictional stories with a partner in L1 or L2. (T36) Level 3: Predict ideas in story lines based on titles and illustrated covers of fictional stories and share with a partner. (T36) Speaking - Story Telling Level 1: Repeat new language related to story pictures or wordless picture books modeled by teachers. (T62c-62d) Level 2: Describe people or places depicted in story pictures or wordless picture books in small groups or pairs. (T44-45, T46-47, T48-49, T52-53, T55a) Level 3: State actions of characters or describe events depicted in story pictures or wordless picture books in small groups or pairs. (T44-45, T46-47, T48-49, T55a) Level 4: Tell stories from pictures or wordless picture books in small groups or pairs. (T62c-62d) Reading - Phonics Level 2: Match voice to print by pointing to icons, letters or illustrated words. (T50-51, T57 Reading - Phonemic Awareness Level 4: Segment illustrated sentences into words or phrases. (T57) Level 5: Identify spell/sound correspondence in grade-level text. (T36a, T38, T62a)	Morning Nothing Ten Days and Nine Nights By Yumi Heo Key Words: Days Nights Puts Tell Non-Fiction Books: Shopping with Dad By Lesley Pether Key Words: Birthday Buy Store They Family Fun By John Serrano Key Words: Books Like Read Sing Do Something in Your Family By Barbara Kerley Key Words: Brings Difference Healthy Others Additional Resources: Language and Literacy Teamwork Activities Cross-Curricular Teamwork Activities
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	Shoot for	Key Vocab:	Language	When is something	RI.1.5: Know and use various text features (e.g., headings, tables of contents,	Zina, the Wooden Puppet(big	
	the Sun		Strategies:	alive?	glossaries, electronic menus, icons) to locate key facts or information in a text. (T91)	book)	Unit 2 – Part 1 -
Unit 2		Science	-Describe		RI.1.9: Identify basic similarities in and differences between two texts on the same	,	Key Words Test –
	Focus:	Vocab:	-Express Likes	Part 1:	topic (e.g., in illustrations, descriptions, or procedures). (T92a-92)	Are You Living (student book)	Content Words
Part 1	Living	breathe,eat,	and Dislikes	What makes	RI.1.10: With prompting and support, read informational texts appropriately	(
	Versus	move, drink,	-Adjectives	something a living	complex for grade 1. (T89a-91)	A Straw Hat (student book)	Unit 2 – Part 1 -
	Nonliving	living,	That Describe	thing?	RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds	(******************************	Key Words Test –
	Things	nonliving	-Adjectives:		(phonemes).	Teacher Edition – Volume 1:	Academic
	8		How		a. Distinguish long from short vowel sounds in spoken single-syllable words.	T66a-T94h	Vocabulary
		Academic	Many/How		(T74, T86a)		
		Vocab:	Much?		D. Segment spoken single-syllable words into their complete sequence of	Sing with Me Language Songs –	Unit 2 – Part 1 -
		alive, exercise,	-Adjectives:		individual sounds (phonemes). (T68, T71a, T87b, T88a)	Level B	Oral Language
		health, energy,	Color, Size,		RF.1.3b: Decode regularly spelled one-syllable words. (T68, T88a)		Rubrics –
		food	and Shape		RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	Practice Masters:	Optional
			-Speak Clearly		a. Read on-level text with purpose and understanding. (T75, T89)	2.1: Shoot for the Sun	
		Basic Vocab:	-Compare and		b. Read on-level text orally with accuracy, appropriate rate, and expression on	2.2: List Facts	Daily
		tray, plate,	Contrast		successive readings. (T84-85)	2.3: Time for Dinner	observations –
		lunch, milk,			SL.1.4: Describe people, places, things, and events with relevant details, expressing	2.4: Are You Living?	participation and
		P.E., play	Reading		ideas and feelings. (T68-69, T87c, T94h)	2.5: How Many? How Much?	practice masters
		soccer, ride a	Strategies:		L.1.1f: Use frequently occurring adjectives. (T71a, T86a, T86, T93a-93, T94g)	2.6: Rivet	work
		skateboard	-Monitor		L.1.5: With guidance and support from adults, demonstrate understanding of word	2.7: Are You Living?	
			-List Facts		relationships and nuances in word meanings.	2.8: Are You Living?	
			-Rhythm and		a. Sort words into categories (e.g., colors, clothing) to gain a sense of the	2.9: Compare Genres	
			Rhyme		concepts the categories represent. (T94h)	2.10: Draw It!	
			-Text Features		b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is		
					a bird that swims; a <i>tiger</i> is a large cat with stripes). (T69)	NGReach.com	
			Fluency:		c. Identify real-life connections between words and their use (e.g., note places	Build Background Video	
			-Phrasing		at home that are <i>cozy</i>). (T71)	Key Word Images	
			-Accuracy and		d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> ,	Language Builder	
			Rate		peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g.,	Picture Cards	
					large, gigantic) by defining or choosing them or by acting out the	• eVisual 2.1	
			Writing:		meanings. (T71a, T86a, T86)	• eVisual 2.2	
			Daily writing		L.1.6: Use words and phrases acquired through conversations, reading and being	• eVisual 2.3	
			tasks		read to, and responding to texts, including using frequently occurring conjunctions	• eVisual 2.4	
					to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles	• eVisual 2.5	
			Genre:		too much because she like that). (T72c)	• eVisual 2.6	
			-Fairy Tale		Speaking - Fiction (Literary Text)	• eVisual 2.7	
			-Song		Level 3: Predict ideas in story lines based on titles and illustrated covers of fictional	• eVisual 2.8	
			-Diagram		stories and share with a partner. (T68a)	• eVisual 2.9	
					Level 4: Make up the beginning of story lines based on titles and illustrated covers	Landad Daaha, (Co., -441-1	
					of fictional stories and share with a partner. (T68a)	Leveled Books: (See attached	
					Level 5: Connect story lines to personal experiences based on titles and illustrated	Lesson Plans for each book)	
					covers of fictional stories. (T68a) Reading - Non-Fiction (Expository Text)	Fiction:	
				J	reading - Non-Fiction (Expository Text)	I'm a Seed By Jean Marzollo	

			Level 2: Connect illustrated features or photographs of places or objects with	Key Words:
				• Called
			descriptive words or phrases in non-fiction books in small groups. (T90)	
			Level 3: Compare/contrast illustrated features of places or objects using graphic	• Flowers
			organizers and phrases or short sentences in non-fiction books in small groups. (T90,	• Grow
			T91)	• How
			Level 4: Categorize illustrated features of places or objects using graphic organizers and sentences in non-fiction books in small groups. (T90, T91)	• Name
			Reading - Phonics	Growing Like Me By Holly
			Level 2: Match voice to print by pointing to icons, letters or illustrated words. (T89)	Keller
			Speaking - Story Elements	Key Words:
			Level 2: Describe characters or settings of stories from picture books. (T68d)	Baby
			Reading - Phonemic Awareness	• Grow
			Level 5: Identify spell/sound correspondence in grade-level text. (T72a, T74, T94a)	• Just
				• Soon
				- 50011
[The Story of Pinocchio By Katie
				Daynes
				Key Words:
				• Along
				• Lost
				• Puppet
				• Real
				- Rout
				Non-Fiction Books:
				Is It Alive? By Kimberlee Graves
				Key Words:
				• Alive
				• Boy
				• Rock
				• Tree
[<u>Living Things Need Food</u> By
[Keith Pigdon
[Key Words:
				• Eats
[• Food
[• Living
[• Water
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				What's Alive? By Kathleen
[Weidner Zoehfeld
[Key Words:
[• Alive
[• Animal
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						 Growing 	
						Plants	
						Additional Resources:	
						 Language and Literacy 	
						Teamwork Activities	
						 Cross-Curricular 	
						Teamwork Activities	
	Shoot for	Key Words:	Language	When is something	RL.1.2: Retell stories, including key details, and demonstrate understanding of their	The Daisy (student book)	Unit 2 – Part 2 -
Unit 2	the Sun	rey Words.	Strategies:	alive?	central message or lesson. (T94-95, T120a, T128g)	(student book)	Key Words Test –
Omt 2	the sun	Science	-Retell a Story	unve.	RL.1.3: Describe characters, settings, and major events in a story, using key details.	Michael Fay and the Giant	Content Words
Part 2	Focus:	Vocab:	-Express	Part 2:	(T96a-96, T101, T106-107, T112-113, T119c-199)	Redwoods (student book)	Content Words
Tart 2	Structure	bud, leaf, seed,	Intentions	What do living	RL.1.4: Identify words and phrases in stories or poems that suggest feelings or	(Student book)	Unit 2– Part 2 -
	s of	flower, petal,	-Number	things need?	appeal to the senses. (T116-117, T118-119, T126)	Teacher Edition – Volume 1:	Key Words Test –
	Living	_	Words	unings need?	RL.1.5: Explain major differences between books that tell stories and books that	T94i-T131a	Academic
	Things	sun	-Count and		give information, drawing on a wide reading of a range of text types. (T126)	1941-1131a	Vocabulary
	rinings	Aaadamia	Non-count			Sing with Mo Language Songs	Vocabulary
		Academic Variable	Words		RL.1.7: Use illustrations and details in a story to describe its characters, setting, or	Sing with Me Language Songs –	Hait 2 David 2
		Vocab:			events. (T98-99, T112-113, T124-125)	Level B	Unit 2 – Part 2 -
		height, light,	-Adjectives:		RL.1.10: With prompting and support, read prose and poetry of appropriate	D. C. M.	Oral Language
		ready, length,	How Many or		complexity for grade 1. (T100-T116-117)	Practice Masters:	Rubrics –
		project	How Much		RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of	2.11: Identify Plot	Optional
			-Listening and		information in a text. (T90, T91)	2.12: I Spy	
		Basic Vocab:	Take Notes		RI.1.5: Know and use various text features (e.g., headings, tables of contents,	2.13: The Daisy	Daily
		corn, flower	-Ask for		glossaries, electronic menus, icons) to locate key facts or information in a text.	2.14: My Puppy's Needs	observations –
		shop, flowers,	Clarification		(T124-125)	2.15: Around the World	participation and
		fall activity,			RI.1.6: Distinguish between information provided by pictures or other illustrations	2.16: The Daisy	practice masters
		rake leaves,	Reading		and information provided by the words in a text. (T122-123)	2.17: The Daisy	work
		fruit stand,	Strategies:		RI.1.9: Identify basic similarities in and differences between two texts on the same	2.18: Compare Genres	
		apples, flag,	-Monitor		topic (e.g., in illustrations, descriptions, or procedures). (T126a-126)	2.19: At School	
		flagpole,	-Identify Plot		RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes),	2.20: Organization	
		spring activity,	-Photographs		including consonant blends. (T98a, T128a)	2.21: Plan	
		plant seeds			RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes)	2.22: Revise	
			Fluency:		in spoken single-syllable words. (T94, T97a, T120a)	2.23: Edit and Proofread	
			-Phrasing		RF.1.2d: Segment spoken single-syllable words into their complete sequence of		
			-Accuracy and		individual sounds (phonemes). (T118b)	NGReach.com	
			Rate		RF.1.3b: Decode regularly spelled one-syllable words. (T118b)	Build Background Video	
					RF.1.3e: Decode two-syllable words following basic patterns by breaking the words	Key Word Images	
			Writing:		into syllables. (T94a, T95b)	Language Builder	
			Daily writing		RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	Picture Cards	
			tasks		a. Read on-level text with purpose and understanding. (T101)	• eVisual 2.10	
					b. Read on-level text orally with accuracy, appropriate rate, and expression on	• eVisual 2.11	
			Genre:		successive readings. (T116-117)	• eVisual 2.12	
			-Folk Tale		23.3400.14.4444	• eVisual 2.12	
			1 OIK TUIC	1	<u>l</u>	- C v 15uu1 2.15	

-Proj	-	W.1.2: Write informative/explanatory texts in which they name a topic, supply some	• eVisual 2.14
Note		facts about the topic, and provide some sense of closure. (T128k-129)	• eVisual 2.15
		W.1.5: With guidance and support from adults, focus on a topic, respond to	• eVisual 2.16
		questions and suggestions from peers, and add details to strengthen writing as	• eVisual 2.17
		needed. (T129e-129f)	• eVisual 2.18
		W.1.7: Participate in shared research and writing projects (e.g., explore a number of	• eVisual 2.19
		"how-to" books on a given topic and use them to write a sequence of instructions).	• eVisual 2.20
		(T128k-129)	• eVisual 2.21
		W.1.8: With guidance and support from adults, recall information from experiences	• eVisual 2.22
		or gather information from provided sources to answer a question. (T129a)	• eVisual 2.23
		SL.1.4: Describe people, places, things, and events with relevant details, expressing	● eVisual 2.24
		ideas and feelings clearly. (T119c)	
		L.1.1: Demonstrate command of the conventions of standard English grammar and	Leveled Books: (See attached
		usage when writing or speaking.	Lesson Plans for each book)
		a. Print all upper- and lowercase letters. (T129c)	Fiction Books:
		L.1.2b: Use end punctuation for sentences. (T129g)	Daniel's Pet By Alma Floor Ada
		L.1.2d: Use conventional spelling for words with common spelling patterns and for	Key Words:
		frequently occurring irregular words. (T129g)	Baby
		L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and	• Eggs
		spelling conventions. (T129g)	• Pet
		L.1.5: With guidance and support from adults, demonstrate understanding of word	• Very
		relationships and nuances in word meanings.	
		a. Sort words into categories (e.g., colors, clothing) to gain a sense of the	The Carrot Seed By Ruth Krauss
		concepts the categories represent. (T127, T128h)	Key Words:
		c. Identify real-life connections between words and their use (e.g., note places at	Around
		home that are <i>cozy</i>). (T97)	• Come
		d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> ,	Ground
		peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g.,	Pulled
		<i>large</i> , <i>gigantic</i>) by defining or choosing them or by acting out the meanings.	
		(T127a-127)	Little Beauty By Anthony
		Listening - Pattern Books/Predictable Books	Browne
		Level 1: Identify characters, places or objects from visuals and oral phrases in	Key Words:
		illustrated pattern or predictable books after numerous recitations. (T112-113,	● Angry
		T114-115)	• Friend
		Level 3: Compare/Contrast visuals of characters, places or objects from a series of	• Gave
		oral sentences from illustrated pattern or predictable books after numerous	• Sign
		recitations. (T114-115)	
		Listening - Role Play	Non-Fiction Books:
		Level 4: Reenact scenes in plays, videos or illustrated stories read by teachers in	What Do Pets Need? By Ellie
		small groups. (T128c-128d)	Roper
		Level 5: Dramatize grade-level stories that are read by teachers or viewed.	Key Words:
		(T128c-128d)	• Does
		Speaking - Story Telling	• Dog
			• Need

Level 1: Repeat new language related to story pictures or wordless picture book	s • Pets
modeled by teachers. (128c-128d)	W. d. II. D. ii. D. i
Level 2: Describe people or places depicted in story pictures or wordless picture	
books in small groups or pairs. (T106-107, T112-113, T114-115)	Pritchett
Level 3: State actions of characters or describe events depicted in story pictures	
wordless picture books in small groups or pairs. (T106-107, T112-113, T116-11	
Level 4: Tell stories from pictures or wordless picture books in small groups or	• Live
pairs. (T128c-128d)	• Them
Reading - Non-Fiction (Expository Text)	• Water
Level 2: Connect illustrated features or photographs of places or objects with	
descriptive words or phrases in non-fiction books in small groups. (T122-123,	Feeding Time By Lee Davis
T124-125)	Key Words:
Level 5: Summarize features of places or objects from multiple compound sente	
in non-fiction books. (T124-125)	• grass
Reading - Phonics	• ready
Level 2: Match voice to print by pointing to icons, letters or illustrated words.	• their
(T121)	
Writing - Folktales	Additional Resources:
Level 1: Copy words related to settings or characters in illustrated folktales from	· ·
word walls or big books. (T116-117, T118, T119)	Teamwork Activities
Level 2: Describe settings or characters in illustrated folktales from phrase wall	
big books. (T116-117, T118, T119c-119)	Teamwork Activities
Level 3: Compare/contrast two characters, settings or events in illustrated folkta	
using graphic organizers with a partner. (T119)	
Level 4: Relate sequence of events to characters and settings in illustrated folkta	les
using graphic organizers with a partner. (T119c-119)	iles
Level 5: Connect events, characters or morals in illustrated folktales. (T112-113	,
Speaking - Story Elements	,
Level 2: Describe characters or settings of stories from picture books. (T106-10	7
T114-115, T116-117, T128g)	′,
, , ,	irom l
Level 3: State main ideas or themes of stories, including characters or settings, in	TOIT
picture books or illustrated short stories. (T106-107, T118c, T128g)	
Level 4: Narrate main events of plot sequences in given time frames of picture	
books or illustrated short stories. (T128g)	
Level 5: Re/tell stories using story elements from picture books or short stories.	
(T128g)	
Reading - Phonemic Awareness	
Level 3: Remove or add sounds to existing words to make new words, shown	
visually (e.g., "Cover up the t in cart. What do you have now?") (T118b, T119b)	
Level 4: Segment illustrated sentences into words or phrases. (T121)	
Level 5: Identify spell/sound correspondence in grade-level text. (T98a, T100,	
T128a)	

Unit 3	To Your	Key Vocab:	Language	How do we get	RL.1.4: Identify words and phrases in stories or poems that suggest feelings or	Wen-Mei and Her Clay Pot (big	Unit 3 – Part 1 -
	Front		Function:	what we need?	appeal to the senses. (T134h)	book)	Key Words Test –
Part 1	Door	Social Studies	-Express		RI1.3: Describe the connection between two individuals, events, ideas, or pieces of		Content Words
		Vocab:	Needs and	Part 1:	information in a text. (T146-147)	Markets (student book)	
	Focus:	buy, money,	Wants	Where do we get	RI.1.4: Ask and answer questions to help determine or clarify the meaning of words		Unit 3 – Part 1 -
	Peoples'	shop, food,	-Verbs	what we want?	and phrases in a text. (T146-147)	<u>Flower Power</u> (student book)	Key Words Test –
	Wants	market, sell	-Action Verbs		RI.1.5: Know and use various text features (e.g., headings, tables of contents,		Academic
	and		-Present-Tense		glossaries, electronic menus, icons) to locate key facts or information in a text.	Teacher Edition – Volume 1:	Vocabulary
	Needs	Academic	-Verbs -		(T141)	T132a-T162h	
		Vocab:	Subject-Verb		RI.1.6: Distinguish between information provided by pictures or other illustrations		Unit 3 – Part 1 -
		business, job,	Agreement		and information provided by the words in a text. (T141)	Sing with Me Language Songs –	Oral Language
		wants, goods,	-Listen to and		RI.1.10: With prompting and support, read informational texts appropriately	Level B	Rubrics –
		needs	Learn from		complex for grade 1. (T140-T152-153)		Optional
			Others		RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes),	Practice Masters:	
		Basic Vocab:	-Review and		including consonant blends. (T138a, T140, T162a)	3.1: To Your Front Door	Daily
		Community	Rehearse		RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding	3.2: Categorize Needs and Wants	observations –
		Places:			words.	3.3: Shopping at the Market	participation and
		bank, hospital,	Reading		a. Know the spelling-sound correspondences for common consonant digraphs.	3.4: Markets	practice masters
		community	Strategies:		(T166a, T168)	3.5: Spin!	work
		youth center,	-Ask		f. Read words with inflectional endings. (T161)	3.6: Rivet	
		police station,	Questions		g. Recognize and read grade-appropriate irregularly spelled words. (T162a,	3.7: Markets	
		dentist's	-Categorize		T171a-171)	3.8: Markets	
		office, post	-Headings		RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	3.9: Compare Author's Purpose	
		office, fire	-Features of an		a. Read on-level text with purpose and understanding. (T141, T157)	3.10: From Farm to Market	
		station,	Online Article		b. Read on-level text orally with accuracy, appropriate rate, and expression on		
		restaurant, gas			successive readings. (T152-153)	NGReach.com	
		station,	Fluency:		SL.1.1: Participate in collaborative conversations with diverse partners about grade	Build Background Video	
		supermarket	-Accuracy and		1 topics and texts with peers and adults in small and larger groups.	Key Word Images	
			Rate		a. Follow agreed-upon rules for discussions (e.g., listening to others with care,	Language Builder	
			-Intonation		speaking one at a time about the topics and texts under discussion). (T166c)	Picture Cards	
			****		b. Build on others' talk in conversations by responding to the comments of	• eVisual 3.1	
			Writing:		others through multiple exchanges. (T166c)	• eVisual 3.2	
			Daily writing		c. Ask questions to clear up any confusion about the topics and texts under	• eVisual 3.3	
			tasks		discussion. (T166a-166b)	• eVisual 3.4	
					SL.1.3: Ask and answer questions about key details in a text read aloud or	• eVisual 3.5	
			Genre:		information presented orally or through other media. (T138a-138b, T141, T142-143,	• eVisual 3.6	
			-Fable		T148-149, T158, T159)	• eVisual 3.7	
			-Social Studies		SL.1.5: Add drawings or other visual displays to descriptions when appropriate to	• eVisual 3.8	
			Article		clarify ideas, thoughts, and feelings. (T162c)	• eVisual 3.9	
			-Online		SL.1.6: Produce complete sentences when appropriate to task and situation. (T166c)	Landad Davidson (C. 1911)	
			Article		L.1.1c: Use singular and plural nouns with matching verbs in basic sentences (e.g.,	Leveled Books: (See attached	
					He hops; We hop). (T162b, T162g)	Lesson Plans for each book)	
						Fiction:	

		• Factory
	Reading - Phonemic Awareness	• Clothes
	T150-151)	Key Words:
	and sentences in non-fiction books in small groups. (T141, 144-145, T148-149,	Norman Yu
	Level 4: Categorize illustrated features of places or objects using graphic organizers	Cotton Comes From Plants By
	(T146-147, T148-149)	
	organizers and phrases or short sentences in non-fiction books in small groups.	• Milk
	Level 3: Compare/contrast illustrated features of places or objects using graphic	• Farmers
	descriptive words or phrases in non-fiction books in small groups. (T144-145)	Bread
	Level 2: Connect illustrated features or photographs of places or objects with	• Apple
	Reading - Non-Fiction (Expository Text)	Key Words:
	covers of fictional stories. (T134a)	Miles Taylor
	Level 5: Connect story lines to personal experiences based on titles and illustrated	Food Comes From Farms By
	of fictional stories and share with a partner. (T134a)	
	Level 4: Make up the beginning of story lines based on titles and illustrated covers	• Stores
	stories and share with a partner. (T134a)	• Shop
	Level 3: Predict ideas in story lines based on titles and illustrated covers of fictional	• Grocery
	of fictional stories with a partner in L1 or L2. (T134a)	• Food
	Level 1: Name people (e.g., "boy," "man") or objects depicted on illustrated covers	Key Words:
	Speaking - Fiction (Literary Text)	Phillips
	teachers in small groups. (T150-151)	Where Can You Shop? By Cory
	Level 2: Role play familiar, everyday activities modeled in illustrated books read by	Non-Fiction Books:
	orally (e.g., gestures for songs, chants or poems). (T150-151)	
	Level 1: Follow along with classmates in role play activities modeled and described	• Take
	Listening - Role Play	• Next
	too much because she like that). (T138c)	Heard
	to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles	Going
	read to, and responding to texts, including using frequently occurring conjunctions	Key Words:
	L.1.6: Use words and phrases acquired through conversations, reading and being	Peggy's Pickles By Alex Rollard
	T162h)	
	gigantic) by defining or choosing them or by acting out the meanings. (T137a, T156,	• Would
	peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large,	• Think
	L.1.5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> ,	• Need
	at home that are <i>cozy</i>). (T137)	• Could
	L.1.5c: Identify real-life connections between words and their use (e.g., note places	Key Words:
	a bird that swims; a <i>tiger</i> is a large cat with stripes). (T135)	<u>Dad's Pizza</u> By Daniel Levine
	L.1.5b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is	- 510105
	forms (e.g., looks, looked, looking) (T161)	• Stores
	L.1.4c: Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional	• Some
	interrogative, imperative, and exclamatory sentences in response to prompts. (T154)	• Goes
	L.1.1j: Produce and expand complete simple and compound declarative,	• About
	T162g)	Key Words:
	walked home; Today I walk home; Tomorrow I will walk home). (T161a-161,	Klein
	L.1.1e: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home: Today I walk home: Tomorrow I will walk home) (T161a-161	Max Goes Shopping By Adria F. Klein

					Level 2: Blend sounds together to make words, shown visually. (T138a, T140, T162a) Level 3: Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?"). (T134, T138c, T154a, T155b, T156a, T161) Level 5: Identify spell/sound correspondence in grade-level text. (T138a, T140, T162a)	 Pick Yarn Additional Resources: Language and Literacy Teamwork Activities Cross-Curricular Teamwork Activities 	
Unit 3	To Your	Key Vocab:	<u>Language</u>	How do we get	RL.1.1: Ask and answer questions about key details in a text. (T166, T169,	Delivery (student book)	Unit 3 – Part 2 -
Part 2	Front Door	Social Studies Vocab:	Function: -Ask Questions	what we need? Part 2:	T174-175, T180-181) RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (T195)	Money (student book)	Key Words Test – Content Words
	Focus: How We Get What We Need	delivery, neighborhood, store, factory, ship	-Engage in Discussion -Verbs: to be -Verbs: to have	What helps us get what we need?	RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (T194a-194) RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. (T194, T196) RL.1.10: With prompting and support, read prose and poetry of appropriate	Teacher Edition – Volume 1: T162i-T199a Sing with Me Language Songs – Level B	Unit 3 – Part 2 - Key Words Test – Academic Vocabulary
		Academic Vocab: bring, earn, worker, count, service	-Subject-Verb Agreement: be and have -Speak at the Right Place -Find Patterns		complexity for grade 1. (T168-186) RI.1.1: Ask and answer questions about key details in a text. (T166, T169, T174-175, T180-181) RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (T192)	Practice Masters: 3.11: Identify Details 3.12: My Neighborhood 3.13: Delivery 3.14: One, Two, Three	Unit 3 – Part 2 - Oral Language Rubrics – Optional
		Basic Vocab: Community Places: bookstore, hardware store, clothing store, Laundromat,	in Language Reading Strategies: -Ask Questions -Identify Details		RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (T192) RI.1.7: Use the illustrations and details in a text to describe its key ideas. (T191) RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1. (T191a-T193) RF.1.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. (T169, T191) W.1.5: With guidance and support from adults, focus on a topic, respond to	3.15: Vocabulary Bingo 3.16: Delivery 3.17: Delivery 3.18: Compare Genres 3.19: Who Is? Who Has? 3.20: Focus and Coherence 3.21: Idea Web 3.22: Revise	observations – participation and practice masters work
		flower shop, movie theater, fruit stand, pharmacy, hair salon, shoe store	-Rhyming Words -Identify Important Details Fluency: -Accuracy and Rate -Intonation Writing:		questions and suggestions from peers, and add details to strengthen writing as needed. (T197e-197f) SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to other with care, speaking one at a time about the topics and texts under discussion). (T166c) b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (T166c) c. Ask questions to clear up any confusion about the topics and texts under discussion. (T166a-166b)	3.23: Edit and Proofread NGReach.com Build Background Video Key Word Images Language Builder Picture Cards eVisual 3.10 eVisual 3.11 eVisual 3.12 eVisual 3.13 eVisual 3.14	

			VV. 10.15
	-Daily writing	SL.1.3: Ask and answer questions about key details in a text read aloud or	• eVisual 3.15
	tasks	information presented orally or through other media. (T166a-166b, T169, T174-175,	• eVisual 3.16
		T180-181, T192, T193)	• eVisual 3.17
	Genres:	SL.1.6: Produce complete sentences when appropriate to task and situation. (T166c)	• eVisual 3.18
	-Poem	L.1.1: Demonstrate command of the conventions of standard English grammar and	• eVisual 3.19
	-Fact Sheet	usage when writing or speaking.	• eVisual 3.20
		a. Print all upper- and lowercase letters. (197g)	• eVisual 3.21
		C. Use singular and plural nouns with matching verbs in basic sentences (e.g.,	• eVisual 3.22
		He hops; We hop). (T195a-195, T196b, T197g, T197, T199a)	• eVisual 3.23
		L.1.2d: Use conventional spelling for words with common spelling patterns and for	• eVisual 3.24
		frequently occurring irregular words. (T197g)	• eVisual 3.25
		L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and	
		spelling conventions. (T197g)	Leveled Books: (See attached
		L.1.5b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is	Lesson Plans for each book)
		a bird that swims; a <i>tiger</i> is a large cat with stripes). (T163)	Fiction Books:
		L.1.5c: Identify real-life connections between words and their use (e.g., note places	My Truck By Rebecca Sabatani
		at home that are <i>cozy</i>). (T165)	Key Words:
		L.1.5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look</i> ,	• Clean
		peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large,	• Drive
		gigantic) by defining or choosing them or by acting out the meanings. (T195)	• Load
		Listening - Pattern Books/Predictable Books	• Truck
		Level 1: Identify characters, places or objects from visuals and oral phrases in	1 Tuck
			The Com That Very Cross Dr.
		illustrated pattern or predictable books after numerous recitations. (T182-183)	The Corn That Kay Grew By
		Level 2: Match visuals of characters, places or objects with oral statements from	Susan Long
		illustrated pattern or predictable books after numerous recitations. (T169)	Key Words:
		Level 3: Compare/contrast visuals of characters, places or objects from a series of	• Buys
		oral sentences from illustrated pattern or predictable books after numerous	• Cooks
		recitations. (T184-185)	• Grew
		Level 4: Interpret visual connections between characters, places or objects in pages	• Store
		read aloud from illustrated pattern or predictable books. (T169)	
		Level 5: Draw conclusions about characters, places or objects from pattern or	Grandpa's Castanets By Oliver
		predictable books read aloud. (T169)	Тарр
		Reading - Non-Fiction (Expository Text)	Key Words:
		Level 2: Connect illustrated features or photographs of places or objects with	• Next
		descriptive words or phrases in non-fiction books in small groups. (T192)	● Flying
		Level 3: Compare/contrast illustrated features of places or objects using graphic	• Found
		organizers and phrases or short sentences in non-fiction books in small groups.	• Train
		(T192, T193)	
		Level 5: Summarize features of places or objects from multiple compound sentences	Non-Fiction Books:
		in non-fiction books. (T192, 193)	At the Farmer's Market By Juan
		Writing - Rhyming Words	Quintana
		Level 1: Reproduce symbols, letters or pictures of rhyming pairs from illustrated	Key Words:
		charts or displays with a partner. (T174-175, T180-181)	• Off
		r wy a man a record of the rec	People
I	<u> </u>	<u> </u>	- 20010

					Level 2: Pair rhyming words from illustrated charts or displays with a partner. (T174-175, T180-181, T188c, T188) Level 3: Produce and organize rhyming words from pictures on charts, displays or graphic organizers with a partner. (T174-175, T180-181) Level 4: Use rhyming words in phrases or short sentences from illustrated charts or displays with a partner. (T188) Level 5: Create original stories or poems using rhyming words in sentences from charts or displays. (T188) Reading - Phonemic Awareness Level 3: Remove or add sounds to existing words to make new words, shown visually (e.g., "Cover up the t in cart. What do you have now?"). (T162, T165a, T166c, T188b, T189b, T190a, T195a) Level 5: Identify spell/sound correspondence in grade-level text. (T166a, T168, T196a) Writing - Word Families Level 1: Reproduce illustrated word pairs by families (e.g., cat, hat). (T174-175, T180-181) Level 2: Generate lists of word families from illustrated models. (T174-175) Level 5: Create stories about word families. (T188)	 Take Truck Spending Money By Rebecca Rissman Key Words: People Spend Things Trade What's on That Truck? By Marvin Buckley Key Words: From Load Made Trucks Additional Resources: Language and Literacy Teamwork Activities Cross-Curricular Teamwork Activities 	
Unit 4	Growing	Key Vocab:	<u>Language</u> <u>Strategies:</u>	How do animals changes as they	RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (T240a-240)	Guess What I'll Be?(big book)	Unit 4 – Part 1 - Key Words Test –
	and	<u>Science</u>	-Retell a Story	grow?	RL.1.7: Use illustrations and details in a story to describe its characters, setting, or	Ruby in Her Own Time (student	Content Words
Part 1	Changing	Vocab:	-Seek		events. (T206c, T206d, T228)	book)	
		adult, baby,	Clarification	Part 1:	RL.1.10: With prompting and support, read prose and poetry of appropriate		Unit 4 – Part 1 -
	Focus:	egg, form,	-Singular	How do animal	complexity for grade 1. (T206-T230-231)	Turtles: From Eggs to Ocean	Key Words Test –
	How	grow, hatch,	Subject	babies grow up?	RI.1.5: Know and use various text features (e.g., headings, tables of contents,	(student book)	Academic
	Baby	nest	Pronouns		glossaries, electronic menus, icons) to locate key facts or information in a text.	Tanchar Edition Values 1	Vocabulary
	Animals	Acadamia	-Plural Subject Pronouns		(T242a) RI.1.8: Identify the reasons an author gives to support points in a text. (T238-239)	Teacher Edition – Volume 1: T200a-T242h	Unit 4 – Part 1 -
	Grow and	Academic Vocab:	-Subject		RI.1.9: Identify the leasons an author gives to support points in a text. (1238-239) RI.1.9: Identify basic similarities in and differences between two texts on the same	12004-124211	Oral Language
	Change	before, inside,	Pronoun		topic (e.g., in illustrations, descriptions, or procedures). (T240a-240)	Sing with Me Language Songs –	Rubrics –
	Change	shape, size,	Agreement		RI.1.10: With prompting and support, read informational texts appropriately	Level B	Optional
		time	-Present in		complex for grade 1. (T202a-202f)		- F
			Sequence		RF.1.1: Demonstrate understanding of the organization and basic features of print.	Practice Masters:	Daily
		Basic Vocab:	-Use and		a. Recognize the distinguishing features of a sentence (e.g., first word,	4.1: Growing and Changing	observations –
		Times and	Reuse		capitalization, ending punctuation). (T235)	4.2: Identify Plot	participation and
		Days of the	Language		RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds	4.3: Who Is It?	practice masters
		Week:			(phonemes).	4.4: Ruby in Her Own Time 4.5: The Pond	work

afternoon, day,	Reading	a. Distinguish long from short vowel sounds in spoken single-syllable words.	4.6: Vocabulary Bingo
evening,	Strategies:	(T206a, T242a)	4.7: Ruby in Her Own Time
morning,	-Determine	RF.1.3c: Know final –e and common vowel team conventions for representing long	4.8: Ruby in Her Own Time
night, noon	Importance	vowel sounds. (T206a, T242a)	4.9: Compare Genres
8,	-Identify Plot	RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	4.10: The Make-It-a-Pronoun
	-Characters	a. Read on-level text with purpose and understanding. (T209, T235)	Game
	-Captions	b. Read on-level text orally with accuracy, appropriate rate, and expression on	
	1	successive readings. (T230-231)	NGReach.com
	Fluency:	c. Use context to confirm or self-correct word recognition and understanding,	Build Background Video
	-Expression	rereading as necessary. (T234, T240, T241, T242b)	Key Word Images
	-Accuracy and	SL.1.2: Ask questions to clear up any confusion about the topics and texts under	Language Builder
	Rate	discussion. (T206c-206d)	Picture Cards
		SL1.3: Ask and answer questions about what a speaker says in order to gather	• eVisual 4.1
	Writing:	additional information or clarify something that is not understood. (T206c-206d)	• eVisual 4.2
	Daily writing	L.1.1d: Use personal, possessive, and indefinite pronouns (e.g., <i>I, me my; they,</i>	• eVisual 4.3
	tasks	them, their, anyone, everything). (T205a, T230-231, T232a, T232, T241a-241)	• eVisual 4.4
		L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words	• eVisual 4.5
	Genres:	and phrases based on grade 1 reading and content, choosing flexibly from an array	• eVisual 4.6
	-Question	of strategies.	• eVisual 4.7
	Book	a. Use sentence-level context as a clue to the meaning of a word or phrase.	• eVisual 4.8
	-Story	(T234, T240, T241, T242b)	• eVisual 4.9
	-Science Article	b. Use frequently occurring affixes as a clue to the meaning of the word or phrase. (T226, T230, T231, T232h)	• eVisual 4.10
		L.1.5b: Define words by category and by one or more key attributes (e.g., a <i>duck</i> is	Leveled Books: (See attached
		a bird that swims; a <i>tiger</i> is a large cat with stripes). (T203)	Lesson Plans for each book)
		L.1.5c: Identify real-life connections between words and their use (e.g., note places	Fiction:
		at home that are <i>cozy</i>). (T205)	Which Egg Is Mine? By Sheron
		Listening - Pattern Books/Predictable Books	Long
		Level 1: Identify characters, places or objects from visuals and oral phrases in	Key Words:
		illustrated pattern or predictable books after numerous recitations. (T218-219,	• Baby
		T224-225)	• Egg
		Level 2: Match visuals of characters, places or objects with oral statements from	• Last
		illustrated pattern or predictable books after numerous recitations. (T224-225)	• Mine
		Level 3: Compare/contrast visuals of characters, places or objects from a series of	D' E D M 11 C
		oral sentences from illustrated pattern or predictable books after numerous	Big Egg By Molly Coxe
		recitations. (T202c, T202d)	Key Words:
		Level 4: Interpret visual connections between characters, places or objects in pages	Goat Has
		read aloud from illustrated pattern or predictable books. (T218-219, T224-225) Level 5: Draw conclusions about characters, places or objects from patter or	• Flas • Some
		predictable books read aloud. (T230-231)	• Them
		Speaking - Fiction (Literary Text)	1 Helli
		Level 1: Name people (e.g., "boy," "man") or objects depicted on illustrated covers	The Very Hungry Caterpillar By
		of fictional stories with a partner in L1 or L2. (T206)	Eric Carle
		Speaking - Story Telling	Key Words:
	<u> </u>	1 when the state of the state o	

Laval 1. Demost many law area as malated to atom, minteres an extended and minteres had-	
Level 1: Repeat new language related to story pictures or wordless picture books • Ate	
modeled by teachers. (T242c-242d) ■ Butterfly	
Level 4: Tell stories from pictures or wordless picture books in small groups or • Cocoon	
pairs. (T242c-242d) ■ Light	
Reading - Non-Fiction (Expository Text)	
Level 1: Pair illustrated features or photographs of places or objects with icons in Non-Fiction Books:	
non-fiction books in small groups. (T214-215, T216-217, T220-221, T222) Hello, Duck! By Lada K	ratky
Level 2: Connect illustrated features or photographs of places or objects with Key Words:	
descriptive words or phrases in non-fiction books in small groups. (T202c) • Baby	
Level 3: Compare/contrast illustrated features of places or objects using graphic • Duck	
organizers and phrases or short sentences in non-fiction books in small groups. • Eggs	
(T202c, T202d, T202e, T236-237) • Swim	
Level 5: Summarize features of places or objects from multiple compound sentences	
in non-fiction books. (T202c) The Penguin Chick By M	1 arilyn
Reading - Sequence of Story Woolley	·
Level 1: Sequence a series of pictures to tell stories. (T202-203) Key Words:	
Level 2: Match a series of pictures that tell stories with sequence words (e.g., "first," • Chicks	
"then," "last). (T202-203) • Hatch	
Level 3: Select titles that correspond to a sequence of pictures. (T203) • Nest	
Level 4: Sequence a series of sentences to related pictures. (T202-203) • Parent	
Level 5: Sequence short paragraphs to tell stories. (T202-203)	
Listening - Sequence of Story Eggs By Will Spencer	
Level 1: Match pictures to sentences read aloud. (T233a) Key Words:	
Level 2: Order pictures of related sentences read aloud that use sequential language • Animal	
(e.g., first, second, last; first, then, next). (T202-203) • Egg	
Level 3: Sequence pictures of stories read aloud by beginning, middle and end. • Some	
(T202-203) • These	
Level 4: Match story sequence read aloud to a series of pictures (e.g., "Once upon a	
time and they lived happily ever after"). (T202-203) Additional Resources:	
Level 5: Select logical outcomes or endings to stories read aloud. (T200c-200d) • Language and I	iteracy
Speaking - Story Elements Teamwork Acti	vities
Level 3: State main ideas or themes of stories, including characters or settings, from • Cross-Curricular	r
picture books or illustrated short stories. (T216-217, T218-219, T224-225) Teamwork Activities.	vities
Level 4: Narrate main events of plot sequences in given time frames of picture	
books or illustrated short stories. (T233c-233)	
Level 5: Re/tell stories using story elements from picture books or short stories.	
(T233c-233d, T234)	
Reading - Phonemic Awareness	
Level 3: Remove or add sounds to existing words to make new words, shown	
visually (e.g., "Cover up the t in cart. What do you have now?") (T202, T205,	
T206c, T232a, T233b, T234a, T241)	
Level 5: Identify spell/sound correspondence in grade-level text. (T206a)	
Writing - Word Families	
Level 3: Make statements or questions about illustrated word families. (T206d)	

					Level 4: Describe illustrated word families using related sentences. (T206e)		
	Growing	Key Vocab:	<u>Language</u>	How do animals	RL.1.1: Answer and answer questions about key details in a text. (T262)	A Butterfly Is Born (student	Unit 4 – Part 2 -
Unit 4	and		Strategies:	change as they	RL.1.5: Explain major differences between books that tell stories and books that	book)	Key Words Test –
	Changing	Science	-Restate an	grow?	give information, drawing on a wide reading of a range of text types. (T264a-264)		Content Words
Part 2		Vocab:	Idea		RL.1.6: Identify who is telling the story at various points in a text. (T266a)	<u>Caterpillar</u> (student book)	
	Focus:	butterfly,	-Seek	Part 2:	RL.1.10: With prompting and support, read prose and poetry of appropriate		Unit 4 – Part 2 -
	Animal	caterpillar,	Clarification	What happens in	complexity for grade 1. (T261a-262)	Teacher Edition – Volume 1:	Key Words Test –
	Life	change,	-Singular	an animal's life?	RI.1.1: Ask and answer questions about key details in a text. (T262)	T242i-T269a	Academic
	Cycle	chrysalis,	Possessive		RI.1.2: Identify the main topic and retell key details of a text. (T244a-244,		Vocabulary
		insect, pupa	Adjectives		T250-251, T252-253, T254-255, T259a, T259c-259)	Sing with Me Language Songs –	
			-Plural		RI.1.6: Distinguish between information provided by pictures or other illustrations	Level B	Unit 4 – Part 2 -
		Academic	Progressive		and information provided by the words in a text. (T250-251)		Oral Language
		Vocab:	Adjectives		RI.1.7: Use the illustrations and details in a text to describe its key ideas.	Practice Masters:	Rubrics –
		attach, born,	-Possessive		(T252-253)	4.11: Identify Main Idea and	Optional
		color, hard,	Adjective		RI.1.9: Identify basic similarities in and differences between two texts on the same	Details	
		sequence	Agreement		topic (e.g., in illustrations, descriptions, or procedures). (T264a-264)	4.12: My Pet	Daily
			-Listen for the		RI.1.10: With prompting and support, read informational texts appropriately	4.13: A Butterfly is Born	observations –
		Basic Vocab:	Main Idea		complex for grade 1. (T248-T254-255)	4.14: Who Owns It?	participation and
		Food:	-Use and		RF.1.1: Demonstrate understanding of the organization and basic features of print.	4.15: Yes or No?	practice masters
		chicken, chips,	Reuse		a. Recognize the distinguishing features of a sentence (e.g., first word,	4.16: A Butterfly is Born	work
		salsa, egg,	Language		capitalization, ending punctuation). (T249, T262)	4.17: A Butterfly is Born	
		hamburger,	-Informational		RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds	4.18: Compare Genres	
		hot dog, pizza,	Presentation		(phonemes). (T246b)	4.19: His or Her?	
		salad,			RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding	4.20: Voice and Style	
		sandwich,	Reading		words.	4.21: Beginning-Middle-End	
		soup, taco	Strategies:		a. Know the spelling-sound correspondences for common consonant digraphs.	Chart	
			-Determine		(T266a)	4.22: Revise	
			Importance		C. Know final –e and common vowel team conventions for representing long	4.23: Edit and Proofread	
			-Identify Main		vowel sounds. (T246b)		
			Idea and		RF.1.4: Read with sufficient accuracy and fluency to support comprehension.	NGReach.com	
			Details		a. Read on-level text with purpose and understanding. (T249, T261)	Build Background Video	
			-Diagrams		C. Use context to confirm or self-correct word recognition and understanding,	Key Word Images	
			-Determine		rereading as necessary. (T260, T265)	Language Builder	
			Point of View		W.1.1: Write opinion pieces in which they introduce the topic or name the book they	Picture Cards	
			F3		are writing about, state an opinion, supply a reason for the opinion, and provide	• eVisual 4.11	
			Fluency:		some sense of closure. (T268k-269)	• eVisual 4.12	
			-Phrasing		W.1.3: Write narratives in which they recount two or more appropriately sequenced	• eVisual 4.13	
			-Accuracy and		events, include some details regarding what happened, use temporal words to signal	• eVisual 4.14	
			Rate		event order, and provide some sense of closure. (T266k-267)	• eVisual 4.15	
			W/-:4:		W.1.5: With guidance and support from adults, focus on a topic, respond to	• eVisual 4.16	
			Writing:		questions and suggestions from peers, and add details to strengthen writing as	• eVisual 4.17	
			Daily writing		needed. (T267e-267f)	• eVisual 4.18	
			tasks		W.1.6: With guidance and support from adults, recall information from experiences	• eVisual 4.19	
					or gather information from provided sources to answer a question. (T267a)	• eVisual 4.20	

discussion (T246c-246d) Article S1.1.3 - 84 and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood (T246c-246d) S1.1.5 - 84 and drawings or of they visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (T26c, T269) L1.1: Phomostrate command of the conventions of standard English grammar and usage when writing or speaking. a Point all upper and diversease letters. (T267, T267g) b. Use common, proper, and possessive nours. (T265) F. Use frequently occurring prepositions (e.g., during, beyond, toward). (T258a-258b, T258, T267a-267, T266g) L1.2id: Use conventional spelling for words with common spelling patterns and for frequently occurring in regulation for senteness. (T266) L1.2id: Use conventional spelling for words with common spelling patterns and for frequently occurring in regulation of the state of frequently occurring in regulations and spelling conventions. (T267) L1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grante and irreating and conserved. Secondary of strategies. L1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grante as take to the meaning of a word or phrase. L1.5: Define words to year, pagent and the properties of the properties	Commen	St. 1.2. Ash susstinus to also an one confusion should be tonics and touts and on	a aVienal 4 21
Article Article Article Additional information or clarify something for understood, CT246-C2464) SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify disens, thoughts, and feelings, CT260; C269) L.1.1: Demonstrate command of the conventions of standard English grammur and usage when writing or speaking. a Print all upper- and lowercase letters (T267, T267g) b. Use common, proper, and possessives nouns, CT265, T265g) F. Use frequently occurring adjectives (T243, T246b, T288a, T258, T255, T265s, T265g) I. Use frequently occurring prepositions (e.g., during, beyond, toward). (T288-2288, T288, T267a-267, T260g) L.1.2d: Use common impleting for words with common spelling patterns and for frequently occurring ingellar words, (T267c) L.1.2d: Use common impleting for words with common spelling patterns and for frequently occurring ingellar words, (T267c) L.1.2d: Use common impleting for words with common spelling patterns and for frequently occurring ingellar words, (T267c) L.1.2d: Use common impleting for words with common spelling patterns and for frequently occurring ingellar words, (T267c) L.1.2d: Use common impleting for words with common spelling patterns and for frequently occurring ingellar words, (T267c) L.1.2d: Use common impleting for words with common spelling patterns and for frequently occurring ingellar words. (T267c) L.1.2d: Use common impleting for words with common spelling patterns and for frequently occurring affines as a clue to the meaning of a word or phrase. (T260, T264, T266h), T266h) b. Use frequently occurring affines as a clue to the meaning of a word or phrase. (T260, T264, T266h), T266h) L.1.5d: Use words and phrase acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring unquincing with the properties of the p	Genres:	SL.1.2: Ask questions to clear up any confusion about the topics and texts under	• eVisual 4.21
additional information or clarify something that is not understood. (1746x-246d) SLJ.15. Add drawings or other visual displays descriptions when appropriate to clarify ideas, thoughts, and feelings. (1726x, 1726); L.1.10. The international of the conventions of standard Finglish grammar and usage when writing or speaking. a. Pirit all upper- and lowercase letters. (1726, 17267g) b. Use common, proper, and possessive nouns. (1726) F. Use frequently cocurring adjectives (1745a, 17246b, 17258a, 1725b, 17265g) 1. Use frequently occurring adjectives (1745a, 17246b, 17258a, 1725b, 17265g) L.1.26b: Use end punctuation for sentences. (17262) L.1.26b: Use words and punctuation of the meaning of a word or phrase. (17264) L.1.26b: Use words and phrases acquired through conversations, reading and being read to, and responding to least, including sing frequently occurring enquipers. (17245) L.1.26b: Use words and phrases acquired through conversations, reading and being read to, and responding to least, and cultivations, reading and being read to, and res			
SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarity these, thoughts, and feelings (T266c, T269) L1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all uppers and lowseruse letters (T267, T267g) b. Use common, proper, and possessive nouns. (T265g) F. Use frequently occurring prepositions (e.g., during, bayond, toward). (T258a, 258b, T258, T267a-267, T268g) L1.1.12b: Use end punctuation for sentences. (T262g) L1.1.2b: Use conventional spelling for worth through a spelling conventions. (F267g) L1.1.2b: Espell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T267g) L1.1.2b: Espell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T267g) L1.1.2b: Esternmine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reaching and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266h, T266h) b. Use frequently occurring affixes as a clue to the meaning of a word (T260, T267, T268h) L1.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that awwins, a riger is a large cat with stripcs). (T243) L1.1.6c: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., Inmed my humster Nibblet because she nibbles heaves whe likes than). (T2604) Listening - Pattern Books-Tredictable Books and an expending to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., Inmed my humster Nibblet because she nibbles because the ske than). (T2604) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books rad adoud, (T262) Reading - Non-Fiction (Expository Text) Level 5: Draw conclusions about c			
clarify ideas, thoughts, and feelings, 17.266, T.266 y 1.1.1: Demonstrate command of the corrections of standard Finglish grammar and usage when writing or speaking. a. Print all upper; and lowercase letters, (T267, T267g) b. Use common, proper, and possessive neurs (T265) F. Use frequently occurring agricatives (T245a, T246b, T258a, T258, T265a, T266g) 1. Use frequently occurring propositions (e.g., during, beyond, toward). (T258a-258b, T258, T267a-267, T268g) 1. 1.2b: Use end punctuation for sentences (T262) 1. 1.1c: Use endry occurring in generations (e.g., during, beyond, toward). (T258a-258b, T258, T267a-267, T268g) 1. 1.1c: Spell untaught words phonotically, drawing on phonemic awareness and spelling conventions. (T267g) 1. 1.1c: Spell untaught words phonotically, drawing on phonemic awareness and spelling conventions. (T267g) 1. 1.1c: Spell untaught words phonotically, drawing on phonemic awareness and spelling conventions. (T267g) 1. 1.1c: Spell untaught words phonotically, drawing on phonemic awareness and spelling conventions. (T267g) 1. 1.1c: Spell untaught words phonotically, drawing on phonemic awareness and spelling conventions. (T267g) 1. 1.1c: Spell untaught words phonotically, drawing on phonemic awareness and spelling conventions. (T267g) 1. 1.1c: Spell untaught words phonotically, drawing on phonemic awareness and spelling conventions of unknown and multiple-meaning words and phrases acute to the meaning of a word or phrase. (T200, T261, T260b, T266h) 1. Due frequently occurring affires us a clue to the meaning of a word (T260), T261, T260b, T266h) 1. Due frequently occurring affires us a clue to the meaning of a word (T260), T261, T260b, T266h) 1. Due frequently occurring affires us a clue to the meaning of a word (T260), T261, T260b, T266h) 1. Due frequently occurring affires us a clue to the meaning of a word (T260), T261, T260b, T266h) 1. Due frequently occurring affires us a clue to the meaning of a word (T260), T267g) 1. L.1.5c: Identify real-life connections between words and their us	-Poem		
L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. (7267, 1267g) b. Use common, proper, and possessive nouns. (7265) F. Use frequently occurring adjectives (7245a, T246b, T258a, T258, T265a, T266g) 1. Use frequently occurring prepositions (e.g., during, beyond, toward). (7258a-258b, T258, T267a-267 T28, T266g) 1. 1.26: Use conventional spelling for owns with common spelling patterns and for frequently occurring irregular words. (7267g) 1. 1.12: Spell untangelly words phonetically, drawing on phonemic awareness and spelling conventions. (7267g) 1. 1. 12: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word of phrase. (7260, T264, T266b, T266b) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268, Eagles) 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1			
usage when writing or speaking. a. Print all upper- and lowercase letters. (1267, 1267g) b. Use common, proper, and possessive nouns. (2265) F. Use frequently occurring adjectives (1245a, 1246b, 1258a, 1258, 1265a, 1266g) 1. Use frequently occurring prepositions (e.g., during, beyond, toward). (1258a-258b, 1258, 1267a-267, 1268g) 1. L12b: Use end puntation for sentences. (1762) 1. L12b: Use end puntation for sentences. (1762) 1. L12b: Use end puntation for sentences. (1762) 1. L12c: Spell intaught words phonotically, drawing on phonemic awareness and spelling conventions. (1767g) 1. L14: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (1200, 1264, 1266b, 1266h) 1. Use frequently occurring artifixes as a clue to the meaning of a word. (1260, 1267, 1268) 1. L1. Sp. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims, a query is a large cat with stripes). (1243) 1. L1. Se. Identify real-life connections between words and their use (e.g., note places at home that are copy. (1245) 1. L1. Grade (1260b) 1.			• eVisual 4.26
b. Use common, proper, and ownercase letters. (T267, T267g) b. Use or frequently occurring adjectives (T245a, T246b, T258a, T258, T265a, T266g) I. Use frequently occurring prepositions (e.g., during, beyond, toward). (T258a-258b, T258, T267a-267, T268g) I. L12b: Use end puretuation for sentences (T262) I. L12b: Use end puretuation for sentences (T262) I. L12b: Use end puretuation for sentences (T262g) I. L12b: Question and spelling for words with common spelling patterns and for frequently occurring irregalar words (T267g) I. L12b: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T267g) I. L14: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266h) T266h) b. Use frequently occurring affixes as a clue to the meaning of a word (T260, T267, T268b) I. J. Sp. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims, a rager is a large cat with striples), (T243) I. J. Sp. Identify real-life connections between words and their use (e.g., note places at home that are cozy). (T245) I. J. G. Use words and phrases acquired through conversations, reading and being cand to, and responding to lexis, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hometer Nibblet because she nibblet too much because she likes then). (T206a) I. Istening - Pattern Books/Predictable Books after numerous rectains. (T220c) 22513 I. Level S. Toraw conclusions about characters, places or objects from pattern or predictable books after numerous rectains. (T220c) 22513 I. Level S. Toraw conclusions about characters, places or objects from pattern or predictable books after numerous expectations. (T220c) 245. I. Level S. Summardice features of places or objects from multiple compound sentences.			
b. Use common, proper, and possessive nouns. (1265) F. Use frequently occurring adjectives (T245a, T258, T258, T258, T265a, T266g) 1. Use frequently occurring prepositions (e.g., during. beyond. toward). (T258a-258b, T258, T267a-267, T268g) 2. L.1.2th: Use eard punctuation for sentences, T276g) 2. L.1.2th: Use end punctuation for sentences, T267g) 2. L.1.2c. Spell untentional spelling for words with common spelling patterns and for frequently occurring irregular words. (T267g) 2. L.1.4c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I reading and content, choosing flexibly from an array of strategies a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266h, T264, T266h, T264) 4. L.1.5c. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a arger is a large cat with stripse), (T243) 4. L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are corp.) (T245) 4. L.1.6c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I maned my hamster Nibbles because she nibbles too much hexause she likes than), (T260a) 4. Listening - Pattern Book/Predictable Books 4. Level 3: Compare/contrast visuals of characters, places or objects from pattern or predictable books after numerous recitations, (T250-251) 5. Reading - Non-Fiction (Expository Text) 6. Level 3: Summaria features of places or objects from multiple compound sentences 7. Level 45: Summaria features of places or objects from multiple compound sentences			
F. Use frequently occurring adjectives (T245a, T246b, T258a, T258, T258, T267a, T268g) 1. Use frequently occurring prepositions (e.g., during, beyond, toward). (T258a-258b, T258, T276-7a-267, T268g) 1. 1. 12b: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T267g) 1. 1. 12b: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T267g) 1. 1. 12b: Eleternine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266b) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268b) 1. 1. 1. 15b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) 1. 1. 1. 15b: Use words words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) 1. 1. 1. 15b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) 1. 1. 1. 15b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) 1. 1. 1. 15b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) 1. 1. 1. 15b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) 1. 1. 1. 15b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) 1. 1. 1. 15b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a ti		a. Print all upper- and lowercase letters. (T267, T267g)	Lesson Plans for each book)
1. Uses frequently occurring prepositions (e.g., during, beyond, toward). (1258a-258b, 1258, 1257a-267, 1268g) L.1.2b: Use and punctuation for sentences. (1262) L.1.2b: Use end punctuation for sentences. (1262) L.1.2b: Use end punctuation for sentences. (1262) L.1.2b: Spell untaught words planting for words with common spelling patterns and for frequently occurring irregular words. (1267g) L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (1260, 1264, 1266b, 1266h) b. Use frequently occurring affixes as a clue to the meaning of a word. (1260, 1267, 1268h) L.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims, a tiger is a large cat with stripes). (1245) L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. Immed my humster Nibblet because she mibble too much because she likes than). (1260a) Listening- Pattern Books/Prelate Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books tread aloud. (1262) Reading- Non-Fiction (Expository Text) Level 5: Suramarize features of places or objects from multiple compound sentences Frogs By Gail Saunders-Smith Key Words:		b. Use common, proper, and possessive nouns. (T265)	Fiction Books:
I. Use frequently occurring prepositions (e.g., during, beyond, toward). (T258a-258b, T258, T267a-267, T268g) L.1.2b: Use end punctuation for sentences. (T262) L.1.2b: Use end punctuation for sentences. (T262) L.1.2c: Spell untaught words. (T267g) L.1.4c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level content as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266b, T266b) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268h) L.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy). (T245) L.1.6c: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hanster Nibblet because she nibbles too much because she hibses too much because she kinds.) (T260a) Listening - Pattern Books/ tead; (T260a) Listening - Pattern Books freather or predictable books after numerous recitations. (T250-251) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences.		F. Use frequently occurring adjectives (T245a, T246b, T258a, T258, T265a,	The Ugly Duckling Retold By
(T258a-258b, T258, T267a-267, T268g) L.1.2b: Use end punctuation for sentences (T262) L.1.2c: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T267g) L.1.4c: Peter pulm tangth words phonetically, drawing on phonemic awareness and spelling conventions. (T267g) L.1.4c: Peter pulm care larify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266b, T266f, T266b, T267, T268h) L.1.5c: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims, a riger is a large cat with stripes). (T243) L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are copy). (T245) L.1.6c: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes than). (T260a) Listening - Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrators of places are objects from pattern or predictable books after numerous recitations. (T250-251) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences **Eyl Words:* Duckli By David Ezra Stein Key Words: **Eylow Words:* **Duckling - Fly **Wild Lata Text Stein Key Words: **Duckl By David Ezra Stein Key Words:		T266g)	Harriet Ziefert
L.1.2b: Use conventions (T262) L.1.2c: Spell untaught words plonetically, drawing on phonemic awareness and spelling conventions. (T267g) L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266b) b. Use frequently occurring affixes as a clue to the meaning of a word or phrase. (T260, T267, T268h) L.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swins; a tiger is a large cat with stripes) (T243) L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are corp.) (T245) L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). (T260a) Listening - Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from pattern or predictable books raed aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize feators of places or objects from multiple compound sentences.		I. Use frequently occurring prepositions (e.g., during, beyond, toward).	Key Words:
L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T267g) L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T267g) L.1.3e: Determine or clarity the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266h, T266h) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268h) L.1.5e: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.5e: Identify real-life connections between words and their use (e.g., note places at home that are copy). (T245) L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she hath) (T260a) Listening, Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations, (T250-251) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences Eroga By Gail Saunders-Smith Key Words:		(T258a-258b, T258, T267a-267, T268g)	Duckling
L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (T267g) L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T267g) L.1.3e: Determine or clarity the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266h, T266h) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268h) L.1.5e: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.5e: Identify real-life connections between words and their use (e.g., note places at home that are copy). (T245) L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she hath) (T260a) Listening, Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations, (T250-251) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences Eroga By Gail Saunders-Smith Key Words:		L.1.2b: Use end punctuation for sentences. (T262)	• Fly
frequently occurring irregular words (T267g) L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T267g) L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266b) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268b) L.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., hamed my hamster Nibblet because she nibbles too much because she likes thad; (T260a) Listening - Pattern Books/Predictable Books Level 3: Compar/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T250-251) Evel 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences **Wild **Words: **EyWords: **Pouch! By David Ezra Stein Key Words: **EyWords: **			
L.1.Ze: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (T267g) L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266b) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268h) L.1.Sci. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.Sci. Identify real-life connections between words and their use (e.g., note places at home that are cosp). (T245) L.1.G. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). (T250a) Listening - Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T250-251) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences.		frequently occurring irregular words. (T267g)	Wild
spelling conventions. (T267g) L.1.4: Determine or clearify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266h) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268h) L.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy). (T245) L.1.6: Use words aphrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes thai). (T260a) Listening - Pattern Books/Predictable Books Level 3: Compared to characters, places or objects from a series of oral sentences from illustrated pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences Pouch Saw Soon Waiting for Wings By Lois Ehlert Key Words: Waiting for Wings By Lois Ehlert Key Word			
L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade I reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266b) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268b) L.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are 29), (T245) L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple calionships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). (T260a) Listening - Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T250-251) Level 5: Dawn conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Cummarize features of places or objects from multiple compound sentences			Pouch! By David Ezra Stein
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 a. Use sentence-level context as a clue to the meaning of a word or phrase. (T260, T264, T266b, T266b, T266b, T266b, T266b, T266b, T266b, T268m) b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268h) L.1.5b: Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy). (T245) L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). (T260a) Listening - Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T250-251) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences Frogs By Gail Saunders-Smith Key Words: 			<u> </u>
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b. Use frequently occurring affixes as a clue to the meaning of a word. (T260, T267, T268h) L.1.5b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (T243) L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are cozy). (T245) L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). (T260a) Listening - Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T250-251) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences			
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L.1.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). (T260a) Listening - Pattern Books/Predictable Books Level 3: Compare/contrast visuals of characters, places or objects from a series of oral sentences from illustrated pattern or predictable books after numerous recitations. (T250-251) Level 5: Draw conclusions about characters, places or objects from pattern or predictable books read aloud. (T262) Reading - Non-Fiction (Expository Text) Level 5: Summarize features of places or objects from multiple compound sentences			
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Level 5: Summarize features of places or objects from multiple compound sentences Key Words:			
in non-fiction books (T250-251-T252-252)			
		in non-fiction books. (T250-251, T252-253)	• Eggs
Reading - Sequence of Story • Legs		Reading - Sequence of Story	• Legs

Level 5: Sequence short paragraphs to tell stories. (T267b, T267c)	Tadpoles
Listening - Sequence of Story	• Tails
Level 1: Match pictures to sentences read aloud. (T266h)	
Reading - Phonemic Awareness	Ocean Babies By Deborah Lee
Level 5: Identify spell/sound correspondence in grade-level text. (T246b, T248,	Rose
T266a)	Key Words:
	Hatch
	Homes
	• Live
	Parents
	Additional Resources:
	Language and Literacy
	Teamwork Activities
	Cross-Curricular
	Teamwork Activities