

Sunflower County Consolidated School District 1st Grade ELA Pacing Guide



First Nine Weeks

(August 7th - October 6th, 2017)

Week 1 (August 7-11th)

Reading Street Text Unit R, Week 1 “My World”	<p>(As time allows)</p> <p>Comprehension Skill: Characters</p> <p>Texts: <i>Sam and Rip Van Winkle</i></p> <p>Oral Vocabulary: furniture, tidy, unwind, cozy, middle, straw, yawn</p> <p>Big Idea: What is all around me?</p> <p>Essential Question: What is around us at home?</p>
Ready Reading Lesson (Supplemental)	<p>Lesson 1: Asking Questions</p> <p>Lesson 2: Describing Characters</p> <p>Read-aloud A: <i>The Empty Pot</i></p>
Reading Street Language	<p>(As time allows) Nouns</p>

Writing	Writing procedures and expectations Reading Street: Nouns in Sentences (if time allows)
Saxon Phonics	Pre-assessments and letter/sound review (no Saxon lessons)
LRI	Week 1
Texas Fluency	
<p>Standards:</p> <p>RF. K.1.d Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2c I can break apart a word and put it back together.</p> <p>RF.3 Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>L.K.1b Use frequently occurring nouns and verbs.</p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.5 With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5a Sort words into categories (e.g., color, clothing) to gain a sense of the concepts the categories represent.</p> <p>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).</p> <p>L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy.)</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>SL.1.1a I can follow rules when discussing topics with others.</p>	

"I Can" Statements:

I can name my letters and say my sounds.

I can use nouns and find them in sentences.

I can ask and answer questions about a story.

I can name and describe the characters in a story.

I can decode words.

I can print my uppercase and lowercase letters.

I can provide real-world examples of words.

I can sort words into categories.

Week 2 (August 14-18th)

Reading Street Text Unit R, Week 2 “My World”	Comprehension Skill: Setting Texts: <i>Snap!</i> and <i>Families</i> Oral Vocabulary: adult, childhood, depend, entertain, gallery, portrait, scurry Big Idea: What is all around me? Essential Question: Who is in our family?
Ready Lesson (Supplemental)	Lesson 3: Describing Setting Read-aloud D: <i>Mice and Beans</i>
Reading Street Language	Nouns
Writing	Reading Street: Nouns in sentences OR Ready: Read-aloud D writing activity
Saxon Phonics	Lessons 1-5
LRI	Week 2
Texas Fluency	Set 1

Standards:

RF. K.1.d Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes), including consonant blends.

L.K.1b Use frequently occurring nouns and verbs.

L.1.1a Print all upper- and lowercase letters.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.2b Use end punctuation for sentences.

L.1.5 With guidance and support from adults demonstrate understanding of word relationships and nuances in word meanings.

L.1.5a Sort words into categories (e.g., color, clothing) to gain a sense of the concepts the categories represent.

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).

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy.)

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or event.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

"I Can" Statements:

I can name my letters, say my sounds, and read CVC words.

I can read sight words.

I can use nouns and find them in sentences.

I can ask and answer questions about a story.

I can describe the setting of a story.

I can blend sounds to make words, including consonant blends.

I can break apart a word and put it back together.

I can find an illustration in a story and describe it.

I can explain why an illustration is part of the page it is on.

I can explain what part of the story the illustration is about.

I can follow rules when discussing topics with others.

I can print my uppercase and lowercase letters.

I can provide real-world examples of words.

I can sort words into categories.

Week 3 (August 21-25th)

Reading Street Text Unit R, Week 3 “My World”	Comprehension Skill: Plot Texts: <i>Tip and Tam</i> and <i>Yards</i> Oral Vocabulary: active, banner, lawn, newspaper, overflowing, patio, pavement, puddle Big Idea: What is all around me? Essential Question: What is outside our door?
Ready Lesson (Supplemental)	Lesson 4: Describing Events
Reading Street Language	Verbs
Writing	Verbs in sentences
Saxon Phonics	Lessons 6-10
LRI	Week 3
Texas Fluency	Set 2

Standards:

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

L.K.1b Use frequently occurring nouns and verbs.

L.1.1a Print all upper- and lowercase letters.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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).

L.1.2b Use end punctuation for sentences.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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).

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy.)

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

"I Can" Statements:

I can read CVC words.

I can read sight words.

I can use verbs and find them in a sentence.

I can write a sentence using nouns and verbs.

I can ask and answer questions about a story.

I can describe the plot of a story.

I can break apart a word and put it back together.

I can identify the number of syllables in a printed word.

I can find an illustration in a story and describe it.

I can explain why an illustration is part of the page it is on.

I can explain what part of the story the illustration is about.

I can ask and answer questions about a text read aloud to me.

I can ask and answer questions about information presented visually, such as photograph or video.

I can ask and answer questions about information presented orally, such as a speech or conversation.

I can sort words into categories.

I can write or talk about the past, present, and future by using verb tenses.

I can print my uppercase and lowercase letters.

I can provide real-world examples of words.

I can sort words into categories.

Week 4 (August 28 - September 1)

Reading Street Text Unit R, Week 4 “My World”	Comprehension Skill: Realism and Fantasy Texts: <i>The Big Top</i> and <i>Around the Block</i> Oral Vocabulary: amusing, introduce, corner, neighbor, trouble, deliver, porch, squirrel Big Idea: What is all around me? Essential Question: What can we do with our neighborhood friends?
Ready Lesson (Supplemental)	Lesson 1: Asking Questions Read-alouds A and B
Reading Street Language	Simple sentences
Writing	Reading Street: Simple sentences OR Ready: Read-aloud A and B writing activities
Saxon Phonics	Lessons 11-15
LRI	Week 4
Texas Fluency	Set 3

Standards:

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3f Read words with inflectional endings.

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

L.1.2b Use end punctuation for sentences.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

RL.1.1 Ask and answer questions about key details in a text.

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.

SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

"I Can" Statements:

I can read words with suffix -s.

I can read words with blends.

I can read sight words.

I can write complete sentences.

I can ask and answer questions about a story.

I can explain the differences between realism and fantasy.

I can participate in discussions about grade-level appropriate topics and texts with peers and adults in small and larger groups.

I can follow rules when discussing topics with others.

I can ask and answer questions about a text read aloud to me.

I can ask and answer questions about information presented visually, such as a photograph or video.

I can ask and answer questions about information presented orally, such as a speech or conversation.

Week 5 (September 5- September 8th)

SHORT WEEK: LABOR DAY 9/4

Reading Street Text Unit R, Week 5 "My World"	Comprehension Skill: Plot Texts: <i>School Day</i> and <i>How Do You Get to School?</i> Oral Vocabulary: applaud, classmate, complicated, education, polite, principal, recess, science, success Big Idea: What is all around me? Essential Question: What is around us at school?
Ready Lesson (Supplemental)	Lesson 4: Describing Events Read-alouds B and D
Reading Street Language	Adjectives
Writing	Sentences with adjectives
Saxon Phonics	Lessons 16-19 (Lesson 20 if time allows)
LRI	Week 5
Texas Fluency	Set 4

Standards:

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
- RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.1.2b Distinguish long from short vowel sounds in spoken single-syllable words.
- RF.1.3b Decode regularly spelled one-syllable words.
- RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
- SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- L.1.1f Use frequently occurring adjectives.
- L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L.1.2b Use end punctuation for sentences.
- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.

"I Can" Statements:

- I can read 1-syllable words.
- I can read sight words.
- I can use adjectives.
- I can write sentences with adjectives.
- I can ask and answer questions about a story.
- I can describe the plot of a story.
- I can say my letter sounds.
- I can blend sounds to make words, including consonant blends.
- I can identify participate in conversations by asking questions.
- I can ask and answer questions about a text read aloud to me.
- I can answer questions about information presented visually, such as a photograph or video.
- I can answer questions about information presented orally, such as a speech or conversation.

Week 6 (September 11 - September 15)

Reading Street Text Unit R, Week 6 “My World”	Comprehension Skill: Realism and Fantasy Texts: <i>Farmers’ Market</i> and <i>The Maid and the Milk Pail</i> Oral Vocabulary: bargain, browse, bustling, cost, customer, fact, library, scale Big Idea: What is all around me? Essential Question: What can we see around our neighborhood?
Ready Lesson (Supplemental)	Lesson 11: Types of Books Read-alouds E, F, G, and/or H
Reading Street Language	Sentences
Writing	Sentences with nouns, verbs, and adjectives
Saxon Phonics	Lessons 21-25
LRI	Week 6
Texas Fluency	Set 5

Standards:

RF.1.1 Demonstrate understanding of the organization and basic features of print.

RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.3b Decode regularly spelled one-syllable words.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4a Read grade-level text with purpose and understanding.

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

L.1.1f Use frequently occurring adjectives.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.2b Use end punctuation for sentences.

RL.1.1 Ask and answer questions about key details in a text.

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.

"I Can" Statements:

I can read one-syllable words.

I can use first grade spelling rules.

I can write sentences with nouns, verbs, and adjectives.

I can ask and answer questions about stories.

I can explain the difference between realism and fantasy.

I can read with purpose and understanding.

I can identify participate in conversations by asking questions.

I can ask and answer questions about a text read aloud to me.

I can answer questions about information presented visually, such as a photograph or video.

I can answer questions about information presented orally, such as a speech or conversation.

Week 7 (September 18 - September 22)

Reading Street Text Unit 1, Week 1 “Animals, Tame and Wild”	Comprehension Skill: Character and Setting Read-aloud: <i>Puppy Games</i> and <i>Sam, Come Back!</i> Oral Vocabulary: needs, responsibility, shelter, cuddle, tickle, faithful, fetch, heel Big Idea: How are people and animals important to one another? Essential Question: What do pets need?
Ready Lesson (Supplemental)	Lesson 2: Describing Characters Lesson 3: Describing Setting
Reading Street Language	Sentences
Writing	Story
Saxon Phonics	Lessons 26-30
LRI	Week 7
Texas Fluency	Set 6
Standards: RF.1.3b Decode regularly spelled one-syllable words. RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. RF.1.3g Recognize and read grade-appropriate irregularly spelled words. RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	

SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.2b Use end punctuation for sentences.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

“I Can” Statements:

I can read one-syllable words.

I can use first grade spelling rules.

I can read sight words.

I can write complete sentences.

I can write a story.

I can describe the characters and setting in a story.

I can explain which parts of a text I understand and which parts I don't.

I can locate parts of a text that are difficult for me.

I can think about questions I have about a text and ask for help in order to understand parts of a text that are too difficult for me.

I can read long and short vowel words.

I can read accurately and fluently, which helps me comprehend what I read.

I can answer questions, add details, and explain my writing to others.

I can tell a story about myself using details.

I can identify participate in conversations by asking questions

Week 8 (September 25 - September 29)

Reading Street Text Unit 1, Week 2 “Animals, Tame and Wild”	Review old skills for 9 weeks testing Comprehension Skill: Plot Texts: <i>We Are Vets</i> and <i>Pig in a Wig</i> Oral Vocabulary: career, comfort, exercise, scrub, search, service, sloppy, tool Big Idea: How are people and animals important to one another? Essential Question: Who helps animals?
Ready Lesson (Supplemental)	Lesson 4: Describing Events
Reading Street Language	Subjects of sentences
Writing	Fantasy story
Saxon Phonics	Lessons 31-35
LRI	Week 8
Texas Fluency	Set 7

Standards:

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

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.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

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.

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.2b Use end punctuation for sentences.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic respond to questions and suggestions from peers, and add details to strengthen writing as needed.

"I Can" Statements:

I can read words with digraph th, digraph ng, and vowel digraph ee.

I can read words with suffixes -ing and -ed.

I can read sight words.

I can name the subject of a sentence.

I can write a fantasy story.

I can describe the plot of a story.

I can segment spoken single-syllable words into their complete sequence of individual sounds.

I can read orally with accuracy, fluency, and with expression.

I can write a sentence to introduce a topic.

I can write about the events of a story.

I can tell the order of events in a story.

I can participate in discussions about grade-level appropriate topics and texts with peers and adults in small and larger groups.

I can answer questions, add details, and explain my writing to others.

Week 9 (October 2 - October 6)

First 9 Weeks Testing

LRI

Week 9

Standards:

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

L.K.1b Use frequently occurring nouns and verbs.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.2b Use end punctuation for sentences.

L.1.1f Use frequently occurring adjectives.

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.

L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

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.

"I Can" Statements:

I can review my first 9 weeks' skills.

Skills: Character, setting, plot, key details, realism and fantasy, nouns, verbs, adjectives, subject-verb agreement, sentences, subjects, narrative writing, decoding 1-syllable words, digraphs, sneaky e, suffixes, sight words.

Second Nine Weeks

(October 11th - December 20th, 2017)

Week 1 (October 11 - October 13)

SHORT WEEK: FALL BREAK 10/9-10/10

Reading Street Text Unit 1, Week 3 “Animals, Tame and Wild”	Comprehension Skill: Character and Setting Texts: <i>They Can Help</i> and <i>The Big Blue Ox</i> Oral Vocabulary: danger, enormous, past, powerful, present, produce, serve, snuggle, transportation Big Idea: How are people and animals important to one another? Essential Question: How do animals help people?
Ready Lesson (Supplemental)	Lesson 2: Describing Characters Lesson 3: Describing Setting
Reading Street Language	Predicates

Writing	Short poem
Saxon Phonics	Lessons 36-37
LRI	Week 10
Texas Fluency	Set 8
<p>Standards:</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>W.1.5 With guidance and support from adults, focus on a topic respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	
<p>"I Can" Statements:</p> <p>I can read VCCV words.</p> <p>I can read sight words.</p> <p>I can tell you the predicate of a sentence.</p> <p>I can write a short poem.</p> <p>I can describe the characters and setting of a story.</p> <p>I can say my letter sounds.</p> <p>I can read accurately and fluently, which helps me comprehend what I read.</p> <p>I can answer questions, add details, and explain my writing to others.</p> <p>I can describe characters, places, and events by providing details about them and how I feel about them.</p>	

Week 2 (October 16 – October 20)

Reading Street Text Unit 1, Week 4 “Animals, Tame and Wild”	Comprehension Skill: Main Idea and Details Texts: <i>The Fox and the Kit</i> and <i>The Fox and the Grapes</i> Oral Vocabulary: Observe, parent, wild, canopy, screech, million, reserve, native Big Idea: How are people and animals important to one another? Essential Question: How do wild animals take care of their babies?
Ready Lesson (Supplemental)	Lesson 7: Main Topic Read-aloud E: <i>Who Eats What?</i>
Reading Street Language	Declarative sentences
Writing	Personal narrative
Saxon Phonics	Lessons 38-40
LRI	Week 11
Texas Fluency	Phrase List 1

Standards:

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

"I Can" Statements:

I can read VCCV words.

I can read sight words.

I can write about events in my life.

I can write declarative sentences.

I can identify the main idea and details in a text.

I can read orally with accuracy, fluency, and with expression.

I can listen to what others say and respond to them.

Week 3 (October 23 – October 27)

Reading Street Text Unit 1, Week 5 “Animals, Tame and Wild”	Comprehension Skill: Main Idea and Details Texts: <i>Help the Birds</i> and <i>Get the Egg!</i> Oral Vocabulary: habitat, hatch, survive, chirp, croak, moist Big Idea: How are people and animals important to one another? Essential Question: Which wild animals live in our neighborhood?
Ready Lesson (Supplemental)	Lesson 5: Central Message
Reading Street Language	Interrogative sentences
Writing	Realistic story
Saxon Phonics	Lessons 41-45
LRI	Week 12
Texas Fluency	Phrase List 2

Standards:

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic respond to questions and suggestions from peers, and add details to strengthen writing as needed.

"I Can" Statements:

I can read sneaky e words.

I can read sight words.

I can write a realistic story.

I can write interrogative sentences.

I can identify the main idea and details in a text.

I can read orally with accuracy, fluency, and with expression.

I can write a sentence to introduce a topic.

I can write about the events of a story.

I can tell the order of events in a story.

I can answer questions, add details, and explain my writing to others.

I can describe characters, places, and events by providing details about them and how I feel about them.

Week 4 (October 30-November 3)

Reading Street Text Unit 1, Week 6 “Animals, Tame and Wild”	Comprehension Skill: Cause and Effect Texts: <i>Animal Park</i> and <i>Poetry Collection</i> Oral Vocabulary: desert, forest, world, chatter, silent Big Idea: How are people and animals important to one another? Essential Question: What can we learn about wild animals by watching them?
Ready Lesson (Supplemental)	Lesson 14: Text Features Lesson 19: Words with Pictures Lesson 20: Identifying Reasons
Reading Street Language	Exclamatory sentences
Writing	Brief composition
Saxon Phonics	Lessons 46-50
LRI	Week 13
Texas Fluency	Phrase List 3

Standards:

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.7 Use the illustration and details in a text to describe its key ideas.

RI.1.8 Identify the reasons an author gives to support points in a text.

"I Can" Statements:

I can read words with digraphs.

I can read sight words.

I can write exclamatory sentences.

I can write a topic sentence with supporting details.

I can write a short composition.

I can identify cause and effect.

I can read orally with accuracy, fluency, and with expression.

I can study the pictures in a text to learn more about a topic.

I can explain how pictures in a text are helpful in learning about a topic.

I can read a text and identify the author's key points.

I can look for reasons an author gives to say why his or her ideas make sense.

I can listen to what others say and then respond to them.

Week 5 (November 6-November 10)

Reading Street Text Unit 2, Week 1 “Communities”	Comprehension Skill: Sequence Texts: <i>A Big Fish for Max</i> and <i>At Home</i> Oral Vocabulary: chore, household, cooperation, rule, commute, subway, downtown, display Big Idea: What is a community? Essential Question: What does a family do together?
Ready Lesson (Supplemental)	Read-aloud C Lesson 4: Describing Events
Reading Street Language	Common nouns
Writing	Friendly letter
Saxon Phonics	Lessons 51-55
LRI	Week 14
Texas Fluency	Phrase List 4

Standards:

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4 Read with sufficiency accuracy and fluency to support comprehension.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

L.1.1b Use common, proper, and possessive nouns.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

"I Can" Statements:

I can use first grade spelling rules.

I can read sight words.

I can tell you if a noun is common or proper.

I can write a friendly letter.

I can put events in sequence.

I can retell a story in sequence.

I can read accurately and fluently, which helps me comprehend what I read.

I can write a topic sentence with supporting details.

I can describe characters, place, and events by providing details about them and how I feel about them.

Week 6 (November 13-November 17)

Reading Street Text Unit 2, Week 2 “Communities”	Comprehension Skill: Cause and Effect Read-aloud: <i>The Farmer in the Hat</i> and <i>Helping Hands at 4-H</i> Oral Vocabulary: group, respect, share, aquarium, line, rehearsal, sooth Big Idea: What is a community? Essential Question: How is a school a community?
Ready Lesson (Supplemental)	Lesson 17: Story Words and Pictures
Reading Street Language	Proper nouns
Writing	Brief composition
Saxon Phonics	Lessons 56-60
LRI	Week 15
Texas Fluency	Phrase List 5

Standards:

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

RF.1.4b I can read orally with accuracy, fluency, and with expression.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

L.1.1b Use common, proper, and possessive nouns.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

"I Can" Statements:

I can read and write words with final, stable syllables.

I can read sight words.

I can tell you if a noun is common or proper.

I can capitalize proper nouns.

I can write a topic sentence with supporting details.

I can write a brief composition.

I can read a text and identify the author's key points.

I can look for reasons an author gives to say why his or her ideas make sense.

I can tell you about cause and effect.

I can read short and long vowel words.

I can read orally with accuracy, fluency, and with expression.

I can describe characters, place, and events by providing details about them and how I feel about them.

I can use standard English when writing, speaking, or keyboarding.

Thanksgiving Holiday: November 20-24

Week 7 (November 27-December 1)

Reading Street Text Unit 2, Week 3 “Communities”	Comprehension Skill: Author’s Purpose Texts: <i>Who Works Here?</i> and <i>Neighborhood Map</i> Oral Vocabulary: branch, citizen, community, earn, headquarters, law, leader, patrol Big Idea: What is a community? Essential Question: Who works to make our community a nice place?
Ready Lesson (Supplemental)	Lesson 7: Main Topic Lesson 20: Identifying Reasons
Reading Street Language	Special Titles
Writing	Explanation
Saxon Phonics	Lessons 61-65
LRI	Week 16
Texas Fluency	Phrase List 6

Standards:

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3a Know the spelling- sound correspondences for common consonant digraphs.

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.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

L.1.1b Use common, proper, and possessive nouns.

L.1.2a Capitalize dates and names of people.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

“I Can” Statements:

I can read and write words with vowel y, combination er, and trigraph igh.

I can read sight words.

I can capitalize special titles.

I can write an explanation.

I can tell you the author’s purpose.

I can write a topic sentence with supporting details.

I can read a text and identify the author’s key points.

I can identify and understand the main topic of what I read.

I can retell the main topic and retell key details of a text.

I can follow rules when discussing topics with others.

I can use standard English when writing, speaking, or keyboarding.

Week 8 (December 4-December 8)

Reading Street Text Unit 2, Week 4 “Communities”	Comprehension Skill: Sequence Texts: <i>The Big Circle</i> and <i>We Are Safe Together</i> Oral Vocabulary: Big Idea: What is a community? Essential Question: How do animal communities work together to survive?
Ready Lesson (Supplemental)	Lesson 4: Describing Events
Reading Street Language	Proper nouns: days, months, holidays
Writing	Poem
Saxon Phonics	Lessons 66-70
LRI	Week 17
Texas Fluency	Phrase List 7

Standards:

RF.1.3a Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3f Read words with inflectional endings.

RF.1.3c Know final - e and common vowel team conventions for representing long vowel sounds.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

L.1.1b Use common, proper, and possessive nouns.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

“I Can” Statements:

I can read and write compound words.

I can read and write words with suffixes -less, -ness, and -ly.

I can read words with vowel digraphs.

I can identify and capitalize proper nouns.

I can write a poem.

I can tell or retell a story in sequential order.

I can follow rules when discussing topics with others.

I can use standard English when writing, speaking, or keyboarding.

Week 9 (December 11 – December 15)

Reading Street Text Unit 2, Week 5 “Communities”	Review for 9 week tests Comprehension Skill: Author’s Purpose Texts: <i>Life in the Forest</i> and <i>A Mangrove Forest</i> Oral Vocabulary: environment, require, thrive, inhale, slimy, sludge, capture, creature Big Idea: What is a community? Essential Question: How are plant and animal communities important to each other?
Ready Lesson (Supplemental)	Lesson 8: Describing Connections Lesson 20: Identifying Reasons
Reading Street Language	Singular and Plural Nouns Vocabulary: Context Clues
Writing	Description
Saxon Phonics	Lessons 71-75
LRI	Week 18
Texas Fluency	Phrase List 8

Standards:

RF.1.3a Know the spelling- sound correspondences for common consonant digraphs.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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.

L.1.4a Use sentence- level context as a clue to the meaning of a word or phrase.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

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.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

“I Can” Statements:

I can read words with combinations and digraphs.

I can tell if a word is singular and plural.

I can use subject-verb agreement.

I can use context clues.

I can write a description.

I can tell the author’s purpose.

I can answer questions, add details, and explain my writing to others.

I can write a topic sentence with supporting details.

I can follow rules when discussing topics with others.

Week 10 (December 18 – December 22)

9 Week Testing

LRI

Week 19

Standards:

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

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.

L.1.4a Use sentence- level context as a clue to the meaning of a word or phrase.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.1 Ask and answer questions about key details in a text.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

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.

Third 9 Weeks

(January 8, 2018 - March 9, 2018)

Week 1 (January 8 – January 12)

<p>Reading Street Text Unit 2, Week 6 “Communities”</p>	<p>Comprehension Skill: Compare and Contrast Read-aloud: <i>Honey Bees</i> and <i>Poetry Collection</i> Oral Vocabulary: individual, industrious, special, creep, slither, romp, eagerly, wander Big Idea: What is a community? Essential Question: How is an insect community like a community of people?</p>
<p>Ready Lesson (Supplemental)</p>	<p>Lesson 13: Finding Word Meanings Lesson 21: Comparing Two Texts</p>
<p>Reading Street Language</p>	<p>Nouns in sentences</p>
<p>Writing</p>	<p>Expository paragraph</p>
<p>Saxon Phonics</p>	<p>Lessons 76-80</p>

LRI	Week 19
Texas Fluency	Fry's 3rd 100
<p>Standards:</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3c Know final - e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3g Recognize and read grade- appropriate irregularly spelled words.</p> <p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>Spiral: RF.1.3a-c, RF.1.4, 4a, 4b</p>	
<p>"I Can" Statements:</p> <p>I can read words with r-controlled vowels, cedilla c, and digraph ow.</p> <p>I can read sight words.</p> <p>I can recognize and use nouns in sentences.</p> <p>I can write an expository paragraph.</p> <p>I can write a topic sentence with supporting details.</p> <p>I can compare and contrast characters and events in stories.</p> <p>I can decode words.</p> <p>I can identify the sneaky –e at the end of a word.</p> <p>I can identify the number of syllables in a printed word.</p> <p>I can talk about how two characters, events, ideas, or pieces of information are connected in a text.</p>	

I can ask questions about words or phrases I don't understand in a text.

I can ask and answer questions about a text read aloud and presented to me visually, such as a photograph or a video.

I can ask and answer questions about information presented orally, such as a speech or conversation.

Week 2 (January 16 – January 19)

SHORT WEEK: MLK DAY 1/15

Reading Street Text Unit 3, Week 1 “Changes”	Comprehension Skill: Sequence Read-aloud: <i>A Place to Play</i> and <i>My Neighborhood, Then and Now</i> Oral Vocabulary: growth, population, public, shuffle, teeter, crooked, makeshift, spindly Big Idea: What is changing in our world? Essential Question: How do places change?
Ready Lesson (Supplemental)	Lesson 4: Describing Events
Reading Street Language	Action Verbs
Writing	Realistic Story
Saxon Phonics	Lessons 81-84 (Lesson 85 if time allows)
LRI	Week 20
Texas Fluency	Fry’s 3rd 100

Standards:

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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).

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Spiral: RF.1.3a-g, RF.1.4a-c SL.1.3, SL.1.6

"I Can" Statements:

I can read and write VCV words.

I can read sight words.

I can identify and use action verbs.

I can write a realistic story.

I can describe the events in a story in order.

I can put events into the correct sequence.

I can add drawings or other visuals to add to my ideas, thoughts, or feelings.

I can try to spell a word by sounding it out.

Week 3 (January 22 – January 26)

Reading Street Text Unit 3, Week 2 “Changes”	Comprehension Skill: Compare and Contrast Read-aloud: <i>Ruby in Her Own Time</i> and <i>The Ugly Duckling</i> Oral Vocabulary: attempt, event, timeline, famous, flatter, correct, lovely, common Big Idea: What is changing in our world? Essential Question: What do we learn as we grow and change?
Ready Lesson (Supplemental)	Lesson 18: Comparing Characters
Reading Street Language	Verbs that add -s
Writing	Comments about a story
Saxon Phonics	Lessons 86-90
LRI	Week 21
Texas Fluency	Fry’s 3rd 100

Standards:

RF.1.3c Know final - e and common vowel team conventions for representing long vowel sounds.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

SL.1.1a Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

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).

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic respond to questions and suggestions from peers, and add details to strengthen writing as needed.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6

"I Can" Statements:

I can describe characters, events, and places by providing details about them and how I feel about them.

I can read words with all three sounds of digraph ea.

I can use the doubling and dropping rules to spell words with suffixes.

I can read and write words with diphthongs oi and oy.

I can read sight words.

I can identify and use verbs.

I can make my subject and predicate agree.

I can write comments about a story.

I can compare and contrast characters and events.

I can write a topic sentence.

I can write a sentence that says how I feel about a topic, book, or text I am reading.

I can answer questions, add details, and explain my writing to others.

I can follow rules when discussing topics with others.

I can use standard English when writing, speaking, or using a keyboard.

Week 4 (January 29 – February 2)

Reading Street Text Unit 3, Week 3 “Changes”	Comprehension Skill: Fact and Opinion Read-aloud: <i>The Class Pet</i> and <i>Belling the Cat</i> Oral Vocabulary: features, mature, natural, swoop, tumble, crumple, nibble, nudges, wriggle Big Idea: What is changing in our world? Essential Question: What can we learn about animals as they grow and change?
Ready Lesson (Supplemental)	Lesson 8: Describing Connections Lesson 14: Text Features
Reading Street Language	Verbs that do not add -s
Writing	Reading Street: Summary Recommended: Opinion writing (not included in Reading Street)
Saxon Phonics	Lessons 91-95
LRI	Week 22
Texas Fluency	Fry’s 3rd 100

Standards:

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3c Know final - e and common vowel team conventions for representing long vowel sounds.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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).

L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6

"I Can" Statements:

I can spell words with oi and oy.

I can read and write words with the vc/cvc/cv pattern.

I can read and write words with final, stable syllable -tion.

I can read and write words with digraph ue.

I can read sight words.

I can identify and use verbs.

I can make my subject and verb agree.

I can write a summary.

I can tell if a statement is fact or opinion.

I can explain the differences between books that tell stories and books that give information.

I can talk about how two characters, events, ideas, or pieces of information are connected in a text.

I can ask questions about words or phrases I don't understand in a text.

I can describe characters, events, and places by providing details about them and how I feel about them.

Week 5 (February 5 – February 9)

Reading Street Text Unit 3, Week 4 “Changes”	Comprehension Skill: Author’s Purpose Read-aloud: <i>Frog and Toad Together</i> and <i>Growing Plants</i> Oral Vocabulary: gardener, nature, sprout, dim, shade, sprinkling, destroy, humongous Big Idea: What is changing in our world? Essential Question: What changes happen in a garden?
Ready Lesson (Supplemental)	Lesson 12: Who Is Telling the Story? Please Note: Reading Street does not include standard RL.1.6 (point of view), which is included in this Ready lesson. Please include the Ready lesson in instruction this week or integrate RL.1.6 into instruction later. Lesson 17: Story Words and Pictures
Reading Street Language	Verbs for past and future
Writing	Writing lists
Saxon Phonics	Lessons 96-100
LRI	Week 23
Texas Fluency	Fry’s 3rd 100

Standards:

RF.1.3f Read words with inflectional endings.

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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).

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

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.

RL. 1.6 Identify who is telling the story at various points in the text.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6

"I Can" Statements:

I can write plural words with suffix -s and suffix -es.

I can spell words with diphthongs ou and ow.

I can read vcc/cv and vc/ccv words.

I can tell if a verb is past or present and use it in a sentence.

I can write a list.

I can tell the author's purpose.

I can tell the point of view of a story.

I can describe characters, events, and places by providing details about them and how I feel about them.

Week 6 (February 12-February 16)

Reading Street Text Unit 3, Week 5 “Changes”	Comprehension Skill: Fact and Opinion Read-aloud: <i>I’m a Caterpillar</i> and <i>My Computer</i> Oral Vocabulary: cycle, develop, insect, rearrange, flurries, emerge, fragile, vessel Big Idea: What is changing in our world? Essential Question: What changes can be seen in nature?
Ready Lesson (Supplemental)	Lesson 14: Text Features Lesson 15: More Text Features
Reading Street Language	Verbs am, is, are, was, were
Writing	Reading Street: Caption and pictures; focus/ideas; details Recommended: Opinion writing (not included in Reading Street)
Saxon Phonics	Lessons 101-105
LRI	Week 24
Texas Fluency	Fry’s 3rd 100

Standards:

RF.1.3c Know final - e and common vowel team conventions for representing long vowel sounds.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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).

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

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.

RI.1.8 Identify the reasons an author gives to support points in a text.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6

"I Can" Statements:

I can read and write words with vowel digraphs and "wild colt" words.

I can read sight words.

I can use the "to be" verb correctly.

I can caption pictures and add details to my writing.

I can tell if a statement is a fact or opinion.

I can explain the differences between books that tell stories and books that give information.

I can tell the reasons that an author gives to support an opinion.

I can follow rules when discussing topics with others.

Week 7 (February 20 – February 23)
SHORT WEEK: PRESIDENTS' DAY 2/19

<p>Reading Street Text Unit 3, Week 6 “Changes”</p>	<p>Comprehension Skill: Draw Conclusions Read-aloud: <i>Where Are My Animal Friends?</i> and <i>Poetry Collection</i> Oral Vocabulary: hibernate, migrate, temperature, autumn, freeze, bitterly, weary Big Idea: What is changing in our world? Essential Question: What do animals do when the seasons change?</p>
<p>Ready Lesson (Supplemental)</p>	<p>Read-aloud D Lesson 11: Types of Books OR Lesson 1: Asking Questions</p>
<p>Reading Street Language</p>	<p>Contractions with <i>not</i></p>
<p>Writing</p>	<p>Play scene</p>
<p>Saxon Phonics</p>	<p>Lessons 106-109 (Lesson 110 if time allows)</p>
<p>LRI</p>	<p>Week 25</p>
<p>Texas Fluency</p>	<p>Fry’s 3rd 100</p>

Standards:

RF.1.3a Know the spelling- sound correspondences for common consonant digraphs.

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6

"I Can" Statements:

I can read and write words with digraphs ey and ph, soft g, and vc/v pattern.

I can read sight words.

I can understand and use contractions.

I can write a play scene.

I can draw conclusions from a text.

I can answer questions other people ask me about what I read.

I can ask other questions about what I read.

I can follow rules when discussing topics with others.

Week 8 (February 26 – March 2)

Reading Street Text Unit 4, Week 1 “Treasures”	Comprehension Skill: Draw Conclusions Read-aloud: <i>Mamma’s Birthday Present</i> and <i>Lemonade Recipe</i> Oral Vocabulary: celebrate, cherish, grateful, delicate, rarest, loot, genuine Big Idea: What do we treasure? Essential Question: How can a surprise be a treasure?
Ready Lesson (Supplemental)	Lesson 9: Feeling Words Lesson 10: Sensory Words
Reading Street Language	Adjectives
Writing	Friendly letter
Saxon Phonics	Lessons 111-115
LRI	Week 26
Texas Fluency	Fry’s 3rd 100

Standards:

RF.1.3a Know the spelling- sound correspondences for common consonant digraphs.

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

L.1.1f Use frequently occurring adjectives.

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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).

L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large gigantic) by defining or choosing them or by acting out the meanings.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6

"I Can" Statements:

I can spell words using the doubling and dropping rules.

I can read words with "ghost letter" digraphs.

I can read v/cv words.

I can read sight words.

I can recognize and use adjectives.

I can write a friendly letter.

I can draw conclusions from a text.

I can answer questions other people ask me about what I read.

I can ask other questions about what I read.

I can describe characters, events, and places by providing details about them and how I feel about them.

I can describe how similar verbs like look, peek, and stare have slightly different meanings.

I can describe how similar adjectives like large and gigantic have slightly different meanings.

Week 9 (March 5 – March 9)
9 Week Assessments

LRI

Week 27

Standards:

“I Can” Statements:

SPRING BREAK: MARCH 12th – 16th

4th Nine Weeks
(March 20, 2018 – May 25, 2018)

Week 1 (March 20 – March 23)
SHORT WEEK: TEACHER WORK DAY 3/19

<p>Reading Street Text Unit 4, Week 2 “Treasures”</p>	<p>Comprehension Skill: Theme Read-aloud: <i>Cinderella</i> and <i>Anarosa</i> Oral Vocabulary: delightful, imagination, original, carve, tangle, peer, royal, sighed Big Idea: What do we treasure? Essential Question: How can a story be a treasure?</p>
<p>Ready Lesson (Supplemental)</p>	<p>Lesson 5: Central Message Lesson 17: Story Words and Pictures</p>
<p>Reading Street Language</p>	<p>Adjectives for colors and shapes Recommended: Determiners (not included in Reading Street)</p>
<p>Writing</p>	<p>Invitation</p>
<p>Saxon Phonics</p>	<p>Lessons 116- 119 (Lesson 120 if time allows)</p>
<p>LRI</p>	<p>Week 28</p>
<p>Texas Fluency</p>	<p>Fry’s 4th 100</p>

Standards:

RF.1.3a Know the spelling- sound correspondences for common consonant digraphs.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

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.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

L.1.1f Use frequently occurring adjectives.

L.1.1h Use determiners (e.g., articles, demonstratives).

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., because).

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5 With guidance and support from adults focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6

"I Can" Statements:

I can read and write words with trigraph tch and trigraph dge.

I can spell words with the /j/ and /ch/ sound.

I can read words with digraph ie.

I can read sight words.

I can recognize and use adjectives.

I can use determiners.

I can write an invitation.

I can describe the theme of a story.

I can find key facts or information in a text by using the headings, tables of contents, glossaries, electronic menus, icons, etc.

I can read informational texts on grade level, with support as needed.

I can follow rules when discussing topics with others.

I can provide real-world examples of words.

Week 2 (March 26 – March 29)
SHORT WEEK: GOOD FRIDAY 3/30

<p>Reading Street Text Unit 4, Week 3 “Treasures”</p>	<p>Comprehension Skill: Facts and Details Read-aloud: <i>A Trip to Washington, D.C.</i> and <i>My 4th of July</i> Oral Vocabulary: nation, symbol, tourist, abandon, splinter, sunken, harbor, statue Big Idea: What do we treasure? Essential Question: What treasures can we find in our country?</p>
<p>Ready Lesson (Supplemental)</p>	<p>Lesson 6: Asking Questions Lesson 7: Main Topic</p>
<p>Reading Street Language</p>	<p>Adjectives for size Recommended: Conjunctions (not included in Reading Street)</p>
<p>Writing</p>	<p>Descriptive poem</p>
<p>Saxon Phonics</p>	<p>Lessons 121-124 (Lesson 125 if time allows)</p>
<p>LRI</p>	<p>Week 29</p>
<p>Texas Fluency</p>	<p>Fry’s 4th 100</p>

Standards:

RF.1.3c Know final - e and common vowel team conventions for representing long vowel sounds.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

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.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

L.1.1f Use frequently occurring adjectives.

L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RI.1.2 Identify the main topic and retell key details of a text.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6, L.1.6

"I Can" Statements:

I can read words with combination wh, the letter a, and digraphs ei and ew.

I can read sight words.

I can recognize and use adjectives.

I can use conjunctions.

I can write a descriptive poem.

I can retell facts and details.

I can find key facts or information in a text by using the headings, tables of contents, glossaries, electronic menus, icons, etc.

I can read informational texts on grade level, with support as needed.

Week 3 (April 3 – April 6)
SHORT WEEK: GOOD MONDAY 4/2

<p>Reading Street Text Unit 4, Week 4 “Treasures”</p>	<p>Comprehension Skill: Facts and Details Read-aloud: <i>Southern Ranch</i> and <i>On the Way to a Ranch</i> Oral Vocabulary: impression, familiar, favorite, memory, errand, stampede Big Idea: What do we treasure? Essential Question: Why do we treasure special places?</p>
<p>Ready Lesson (Supplemental)</p>	<p>Lesson 6: Asking Questions Lesson 7: Main Topic Lesson 13: Finding Word Meanings</p>
<p>Reading Street Language</p>	<p>Adjectives for what kind Recommended: <i>Conjunctions</i> (not included in Reading Street)</p>
<p>Writing</p>	<p>Realistic story</p>
<p>Saxon Phonics</p>	<p>Lessons 126- 129 (Lesson 130 if time allows)</p>
<p>LRI</p>	<p>Week 30</p>
<p>Texas Fluency</p>	<p>Fry’s 4th 100</p>

Standards:

RF.1.3f Read words with inflectional endings.

L.1.4a Use sentence- level context as a clue to the meaning of a word or phrase.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

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.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

L.1.1f Use frequently occurring adjectives.

L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.2c Use commas in dates and to separate single words in a series.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RI.1.2 Identify the main topic and retell key details of a text.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6, L.1.6

"I Can" Statements:

I can read words with prefixes and suffixes.

I can use prefixes and suffixes to tell the meaning of a word.

I can read sight words.

I can use context clues.

I can recognize and use adjectives.

I can use conjunctions.

I can write a realistic story.

I can retell facts and details.

I can find key facts or information in a text by using the headings, tables of contents, glossaries, electronic menus, icons, etc.

I can read informational texts on grade level, with support as needed.

I can use commas in dates and separate words in a series.

Week 4 (April 9 – April 13)

Reading Street Text Unit 4, Week 5 “Treasures”	Comprehension Skill: Theme Read-aloud: <i>Peter’s Chair</i> and <i>Peter’s Baby Sister</i> Oral Vocabulary: jealous, relatives, sibling, secret, porridge, collector, seriousness, flourish Big Idea: What do we treasure? Essential Question: What treasures can we share at home?
Ready Lesson (Supplemental)	Lesson 17: Story Words and Pictures Lesson 18: Comparing Characters
Reading Street Language	Adjectives for how many Recommended: Prepositions (not included in Reading Street)
Writing	Thank-you note
Saxon Phonics	Lessons 131-135
LRI	Week 31
Texas Fluency	Fry’s 4th 100

Standards:

RF.1.3a Know the spelling- sound correspondences for common consonant digraphs.

RF.1.3c Know final - e and common vowel team conventions for representing long vowel sounds.

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.

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

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.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

L.1.1f Use frequently occurring adjectives.

L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6, L.1.2c, L.1.6

"I Can" Statements:

I can review my first grade phonics skills.

I can read sight words.

I can recognize and use adjectives.

I can use prepositions.

I can write a thank-you note.

I can describe the theme of a story.

I can find key facts or information in a text by using the headings, tables of contents, glossaries, electronic menus, icons, etc.

I can read informational texts on grade level, with support as needed.

Week 5 (April 16 – April 20)

Reading Street Text Unit 4, Week 6 “Treasures”	Comprehension Skill: Cause and Effect Read-aloud: <i>Henry and Mudge and Mrs. Hopper’s House</i> and <i>Poetry Collection</i> Oral Vocabulary: discover, dwell, resident, welcome, admire, sadness, substantial, tremendous Big Idea: What do we treasure? Essential Question: What treasures can we share with neighbors?
Ready Lesson (Supplemental)	Lesson 5: Central Message Lesson 9: Feeling Words
Reading Street Language	Adjectives That Compare Recommended: Prepositions (not included in Reading Street)
Writing	Directions
Saxon Phonics	Lessons 136 - 140
LRI	Week 32
Texas Fluency	Fry’s 4th 100

Standards:

RF.1.3a Know the spelling- sound correspondences for common consonant digraphs.

RF.1.3e Decode two- syllable words following basic patterns by breaking the words into syllables.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

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.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

L.1.1f Use frequently occurring adjectives.

L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).

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.

L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6, L.1.2c, L.1.6

“I Can” Statements:

I can review my first grade phonics skills.

I can read sight words.

I can recognize and use adjectives.

I can tell a story about myself, using details.

I can use prepositions.

I can write directions.

I can describe cause and effect.

I can find key facts or information in a text by using the headings, tables of contents, glossaries, electronic menus, icons, etc.

I can read informational texts on grade level, with support as needed.

I can use parts of a word I recognize as clues to the meaning of the word.

Week 6 (April 23 – April 27)

Reading Street Text Unit 5, Week 1 “Great Ideas”	Comprehension Skill: Character, Setting, and Plot Read-aloud: <i>Tippy-Toe Chick, Go!</i> and <i>Little Red Hen</i> Oral Vocabulary: clever, pretend, predicament, grumpy, exhausted, furious, batter, griddle Big Idea: What difference can a great idea make? Essential Question: When does a problem need a clever solution?
Ready Lesson (Supplemental)	Lesson 2: Describing Characters Lesson 3: Describing Setting Lesson 4: Describing Events Read-aloud H
Reading Street Language	Imperative Sentences
Writing	Animal Fantasy
Saxon Phonics	Review Saxon spelling rules
LRI	Week 33
Texas Fluency	Fry’s 4th 100

Standards:

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

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.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6, L.1.2c, L.1.6

"I Can" Statements:

I can review my first grade phonics skills and spelling rules.

I can read sight words.

I can recognize and write imperative sentences.

I can write an animal fantasy story.

I can describe characters, setting, and plot.

I can find key facts or information in a text by using the headings, tables of contents, glossaries, electronic menus, icons, etc.

I can read informational texts on grade level, with support as needed.

I can spell some common irregular words.

Week 7 (April 30 – May 4)

Reading Street Text Unit 5, Week 2 “Great Ideas”	Comprehension Skill: Draw Conclusions Read-aloud: <i>Mole and the Baby Bird</i> and <i>Brave Little Cuckoo</i> Oral Vocabulary: freedom, miserable, selfish, shrug, ignore, fond, proper, scarcely Big Idea: What difference can a great idea make? Essential Question: How can we look at things in a different way?
Ready Lesson (Supplemental)	Lesson 1: Asking Questions Lesson 11: Types of Books
Reading Street Language	Pronouns
Writing	Letter to a Character
Saxon Phonics	Review: Teacher-made activities or West Virginia phonics
LRI	Week 34
Texas Fluency	Fry’s 4th 100

Standards:

RF.1.3 Know and apply grade- level phonics and word analysis skills in decoding words.

RF.1.4a Read grade- level text with purpose and understanding.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

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.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6, L.1.2c, L.1.2e, L.1.6

"I Can" Statements:

I can review my first grade phonics skills.

I can read sight words.

I can use pronouns.

I can write a letter to a character.

I can draw conclusions from a text.

I can find key facts or information in a text by using the headings, tables of contents, glossaries, electronic menus, icons, etc.

I can read informational texts on grade level, with support as needed.

I can spell some common irregular words.

Week 8 (May 7 – May 11)

Reading Street Text Unit 5, Week 3 “Great Ideas”	Comprehension Skill: Compare and Contrast Read-aloud: <i>Dot and Jabber</i> and <i>Water</i> Oral Vocabulary: explanation, riddle, wonder, confused, encouragingly, case, suspects Big Idea: What difference can a great idea make? Essential Question: How do we solve mysteries?
Ready Lesson (Supplemental)	Lesson 18: Comparing Characters Lesson 19: Words with Pictures
Reading Street Language	Pronouns
Writing	Questions
Saxon Phonics	Review: Teacher-made activities or West Virginia phonics
LRI	Week 35
Texas Fluency	Fry’s 4th 100

Standards:

RF.1.3 Know and apply grade- level phonics and word analysis skills in decoding words.

RF.1.4a Read grade- level text with purpose and understanding.

RF.1.3g Recognize and read grade- appropriate irregularly spelled words.

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.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Spiral: RF.1.3a-g, RF.1.4a-c, SL.1.3, SL.1.6, L.1.2c, L.1.2e, L.1.6

"I Can" Statements:

I can review my first grade phonics skills.

I can read sight words.

I can use pronouns.

I can write questions.

I can compare and contrast characters and texts.

I can find key facts or information in a text by using the headings, tables of contents, glossaries, electronic menus, icons, etc.

I can read informational texts on grade level, with support as needed.

Week 9 (May 14 – May 18)

Review Week

Unit 5. Week 4 if time allows

“Great Ideas”

Big Idea: What difference can a great idea make?

Essential Question: How can a great idea make our lives easier?

Standards:

“I Can” Statements:

I can review my first grade skills.

Week 10 (May 22 – May 25)
LAST WEEK OF SCHOOL!

9 Week Assessments

Standards:

“I Can” Statements: