

Scope and Sequence:

<u>Order of Instruction:</u>	<u>Topic/Unit/Skill to be Taught:</u>	<u>Standards and Eligible Content:</u>
1	<p><b>Getting to Know Us</b></p> <p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>● Realistic Fiction</li> <li>● Non-Fiction</li> <li>● Fable</li> <li>● Folktales</li> <li>● Poetry</li> </ul> <p><b>Phonics/Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>● Short vowels</li> <li>● Rhymes</li> <li>● Blending (Beginning sounds)</li> <li>● Segmentation</li> </ul> <p><b>Structural Analysis:</b></p> <ul style="list-style-type: none"> <li>● -s Inflectional ending</li> <li>● Double final consonants</li> <li>● Alphabetical Order</li> <li>● Possessives</li> <li>● Plural s</li> </ul> <p><b>Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li>● Key Details</li> <li>● Visualizing</li> <li>● Ask and Answer Questions</li> </ul> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>● High Frequency Words</li> <li>● Oral Vocabulary Words</li> </ul> <p><b>Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>● Sentence Structure</li> <li>● Informative Writing</li> <li>● Narrative Writing</li> <li>● Mechanics/Conventions of Writing</li> </ul>	<p><b>Foundation Skills:</b> <u>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions</u></p> <p><b>CC.1.1.1.B - Demonstrate understanding of the organization and basic features of print.</b></p> <ul style="list-style-type: none"> <li>● Recognize the distinguishing features of a sentence.</li> </ul> <p><b>CC.1.1.1.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>● Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul> <p><b>CC.1.1.1.D - Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>● Identify common consonant digraphs, final-e, and common vowel teams.</li> <li>● Decode one and two-syllable words with common patterns.</li> <li>● Read grade-level words with inflectional endings.</li> <li>● Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>CC.1.1.1.E - Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>● Read on-level text with purpose and understanding.</li> <li>● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>Reading Informational Text:</b> <u>Students read, understand, and respond to informational text.</u></p> <p><b>CC.1.2.1.A - Identify the main idea and retell key details of text.</b></p>

		<p><b>CC.1.2.1.B</b> - Ask and answer questions about key details in a text.</p> <p><b>CC.1.2.1.F</b> - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>CC.1.2.1.G</b> - Use the illustrations and details in a text to describe its key ideas.</p> <p><b>CC.1.2.1.H</b> - Identify the reasons an author gives to support points in a text.</p> <p><b>CC.1.2.1.K</b> - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</p> <p><b>CC.1.2.1.L</b> - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><u>Reading Literature: Students read and respond to works for literature.</u></p> <p><b>CC.1.3.1.A</b> - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B</b> - Ask and answer questions about key details in a text.</p> <p><b>CC.1.3.1.C</b> - Describe characters, settings, and major events in a story, using key details.</p> <p><b>CC.1.3.1.G</b> - Use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>CC.1.3.1.I</b> - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</p> <p><b>CC.1.3.1.K</b> - Read and comprehend literature on grade-level, reading independently and proficiently.</p> <p><u>Writing: Students write for different purpose and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</u></p> <p><b>CC.1.4.1.A</b> - Write informative/ explanatory texts to examine a topic and convey ideas and information.</p> <p><b>CC.1.4.1.B</b> - Identify and write about one specific topic.</p>
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	<p><b>CC.1.4.1.C - Develop the topic with two or more facts.</b></p> <p><b>CC.1.4.1.D - Group information and provide some sense of closure.</b></p> <p><b>CC.1.4.1.E - Choose words and phrases for effect.</b></p> <p><b>CC.1.4.1.F and R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p> <ul style="list-style-type: none"> <li>• Capitalize dates and names of people.</li> <li>• Use end punctuation; use commas in dates and words in series.</li> <li>• Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions (informational and narrative writing.)</li> </ul> <p><b>CC.1.4.1.M - Write narratives to develop real or imagined experiences or events.</b></p> <p><b>CC.1.4.1.N - Establish who and what the narrative will be about.</b></p> <p><b>CC.1.4.1.O - Include thoughts and feelings to describe experiences and events.</b></p> <p><b>CC.1.4.1.P - Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.</b></p> <p><b>CC.1.4.1.T - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b></p> <p><b>CC.1.4.1.U - With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</b></p> <p><b>CC.1.4.1.V - Participate in individual or shared research and writing projects.</b></p> <p><b>CC.1.4.1.W - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</b></p> <p><b>CC.1.4.1.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</b></p> <p><u><b>Speaking and Listening:</b> Students present appropriately in formal speaking situations, listen critically and respond intelligently as individuals or in groups discussions</u></p>
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		<p><b>CC.1.5.1.A - Participate in collaborative conversations with peers and adults in small and larger groups.</b></p> <p><b>CC.1.5.1.B - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</b></p> <p><b>CC.1.5.1.C - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b></p> <p><b>CC.1.5.1.D - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</b></p> <p><b>CC.1.5.1.E - Produce complete sentences when appropriate to task and situation.</b></p> <p><b>CC.1.5.1.G - Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.</b></p>
<p><b><u>Order of Instruction:</u></b></p>	<p><b><u>Topic/Unit/Skill to be Taught:</u></b></p>	<p><b><u>Standards and Eligible Content:</u></b></p>
<p>2</p>	<p><b>Our Community</b>  <b>Genres:</b></p> <ul style="list-style-type: none"> <li>● Non-Fiction</li> <li>● Fiction</li> <li>● Biography</li> <li>● Fantasy</li> <li>● Folktales</li> <li>● Realistic Fiction</li> <li>● Poetry</li> </ul> <p><b>Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li>● Predictions/Reread to Confirm or Clarify</li> <li>● Plot Elements</li> <li>● Main Idea</li> </ul> <p><b>Phonics/Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>● Categorization/Blending</li> <li>● Substitution/Segmentation</li> <li>● Beginning and Ending Blends</li> </ul>	<p><b><u>Foundation Skills:</u></b> Students gain a working knowledge of concepts of print, <u>alphabetic principle, and other basic conventions</u></p> <p><b>CC.1.1.1.G - Demonstrate understanding of the organization and basic features of print.</b></p> <ul style="list-style-type: none"> <li>● Recognize the distinguishing features of a sentence.</li> </ul> <p><b>CC.1.1.1.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>● Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul>

	<ul style="list-style-type: none"> <li>● Digraphs</li> <li>● Short Vowels</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Structural Analysis</li> <li>● -ed ending</li> <li>● Contractions with ‘s</li> <li>● Inflection -ing</li> <li>● Two-syllable words</li> <li>● Closed syllables</li> <li>● Plural -es</li> </ul> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>● High Frequency Words</li> <li>● Oral Vocabulary Words</li> </ul> <p><b>Types of Writing:</b></p> <ul style="list-style-type: none"> <li>● Informative</li> <li>● Narrative</li> <li>● Opinion</li> <li>● Mechanics/Convention of Writing</li> </ul>	<p><b>CC.1.1.1.D - Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>● Identify common consonant digraphs, final-e, and common vowel teams.</li> <li>● Decode one and two-syllable words with common patterns.</li> <li>● Read grade-level words with inflectional endings.</li> <li>● Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>CC.1.1.1.E - Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>● Read on-level text with purpose and understanding.</li> <li>● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><u>Reading Informational Text: Students read, understand, and respond to informational text</u></p> <p><b>CC.1.2.1.A - Identify the main idea and retell key details of text.</b></p> <p><b>CC.1.2.1.B - Ask and answer questions about key details in a text.</b></p> <p><b>CC.1.2.1.F - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p> <p><b>CC.1.2.1.G - Use the illustrations and details in a text to describe its key ideas.</b></p> <p><b>CC.1.2.1.K - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</b></p> <p><b>CC.1.2.1.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</b></p> <p><u>Reading Literature: Students read and respond to works for literature</u></p> <p><b>CC.1.3.1.A - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p> <p><b>CC.1.3.1.B - Ask and answer questions about key details in a text.</b></p> <p><b>CC.1.3.1.C - Describe characters, settings, and major events in a story, using key details.</b></p> <p><b>CC.1.3.1.G - Use illustrations and details in a story to describe characters, setting, or events.</b></p>
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<p><u>Order of Instruction:</u></p>	<p><u>Topic/Unit/Skill to be Taught:</u></p>	<p><u>Standards and Eligible Content:</u></p>

<p>3</p>	<p><b>Changes Over Time</b></p> <ul style="list-style-type: none"> <li>● Non-Fiction</li> <li>● Fiction</li> <li>● Informational Fiction</li> <li>● Folktales</li> <li>● Play</li> <li>● Mother Goose Rhymes</li> </ul> <p><b>Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li>● Making and Confirming Predictions</li> <li>● Plot Elements</li> <li>● Sequencing</li> <li>● Compare/Contrast</li> <li>● Cause and Effect</li> </ul> <p><b>Phonics/Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>● Phoneme Addition/Deletion Substitution</li> <li>● Blending Segmentation</li> <li>● Rhyme Deletion</li> <li>● Long vowels</li> <li>● Soft c and soft g</li> <li>● Spelling with digraphs</li> </ul> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>● High Frequency Words</li> <li>● Oral Vocabulary Words</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Structural Analysis</li> <li>● Contractions</li> <li>● Plurals cvce</li> </ul>	<p><b>Foundation Skills:</b> <u>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions</u></p> <p><b>CC.1.1.1.B - Demonstrate understanding of the organization and basic features of print.</b></p> <ul style="list-style-type: none"> <li>● Recognize the distinguishing features of a sentence.</li> </ul> <p><b>CC.1.1.1.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>● Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul> <p><b>CC.1.1.1.D - Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>● Identify common consonant digraphs, final-e, and common vowel teams.</li> <li>● Decode one and two-syllable words with common patterns.</li> <li>● Read grade-level words with inflectional endings.</li> <li>● Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>CC.1.1.1.E - Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>● Read on-level text with purpose and understanding.</li> <li>● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.             <ul style="list-style-type: none"> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> </li> </ul> <p><b>Reading Informational Text:</b> <u>Students read, understand, and respond to informational text</u></p> <p><b>CC.1.2.1.A - Identify the main idea and retell key details of text.</b></p> <p><b>CC.1.2.1.B - Ask and answer questions about key details in a text.</b></p>
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	<ul style="list-style-type: none"> <li>● Inflection -ing and -ed</li> <li>● Cvce syllables</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Narrative</li> <li>● Opinion</li> <li>● Mechanics/Conventions of Writing</li> </ul>	<p><b>CC.1.2.1.E - Use various text features and search tools to locate key facts or information in a text.</b></p> <p><b>CC.1.2.1.I - Identify basic similarities in and differences between two texts on the same topic.</b></p> <p><b>CC.1.2.1.K - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</b></p> <p><b>CC.1.2.1.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b></p> <p><u>Reading Literature: Students read and respond to works for literature</u></p> <p><b>CC.1.3.1.A - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p> <p><b>CC.1.3.1.B - Ask and answer questions about key details in a text.</b></p> <p><b>CC.1.3.1.C - Describe characters, settings, and major events in a story, using key details.</b></p> <p><b>CC.1.3.1.E - Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</b></p> <p><b>CC.1.3.1.G - Use illustrations and details in a story to describe characters, setting, or events.</b></p> <p><b>CC.1.3.1.H - Compare and contrast the adventures and experiences of characters in stories.</b></p> <p><b>CC.1.3.1.K - Read and comprehend literature on grade-level, reading independently and proficiently.</b></p> <p><b>CC.1.3.1.I - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</b></p> <p><u>Writing: Students write for different purpose and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content</u></p> <p><b>CC.1.4.1.L. R - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p>
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<p><b><u>Order of Instruction:</u></b></p>	<p><b><u>Topic/Unit/Skill to be Taught:</u></b></p>	<p><b><u>Standards and Eligible Content:</u></b></p>
<p>4</p>	<p>Animals Everywhere</p> <p><b>Genres:</b></p> <ul style="list-style-type: none"> <li>● Fantasy</li> <li>● Folktale</li> <li>● Non-Fiction</li> <li>● Poetry</li> </ul> <p><b>Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li>● Ask and Answer Question</li> <li>● Main Idea</li> <li>● Key Details</li> <li>● Visualize</li> <li>● Point of View</li> <li>● Sequencing</li> </ul> <p><b>Phonics/Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>● Rhyme</li> </ul>	<p><b><u>Foundation Skills:</u></b> Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions</p> <p><b>CC.1.1.1.B - Demonstrate understanding of the organization and basic features of print.</b></p> <ul style="list-style-type: none"> <li>● Recognize the distinguishing features of a sentence.</li> </ul> <p><b>CC.1.1.1.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>● Orally produce single-syllable words, including consonant blends and digraphs.</li> <li>● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul>

	<ul style="list-style-type: none"> <li>● Phoneme Categorization/Blending/Segmentation/ Contrast Sounds/Deletion/Addition</li> <li>● Long Vowels</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Structural Analysis:</li> <li>● Alphabetical Order</li> <li>● Prefixes</li> <li>● Open Syllables</li> <li>● Inflection Endings</li> <li>● Compound Words</li> </ul> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>● High Frequency Words</li> <li>● Oral Vocabulary Words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Narrative</li> <li>● Opinion</li> <li>● Informative</li> <li>● Mechanics/Conventions of Writing</li> </ul>	<p><b>CC.1.1.1.D - Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>● Identify common consonant digraphs, final-e, and common vowel teams.</li> <li>● Decode one and two-syllable words with common patterns.</li> <li>● Read grade-level words with inflectional endings.</li> <li>● Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>CC.1.1.1.E - Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>● Read on-level text with purpose and understanding.</li> <li>● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>CC.1.5.1.A - Participate in collaborative conversations with peers and adults in small and larger groups.</b></p> <p><b>CC.1.2.1.A - Identify the main idea and retell key details of text.</b></p> <p><b>CC.1.2.1.B - Ask and answer questions about key details in a text.</b></p> <p><b>CC.1.2.1.F - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p> <p><b>CC.1.2.1.G - Use the illustrations and details in a text to describe its key ideas.</b></p> <p><b>CC.1.2.1.K - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</b></p> <p><b>CC.1.3.1.A - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p> <p><b>CC.1.3.1.C - Describe characters, settings, and major events in a story, using key details.</b></p> <p><b>CC.1.2.1.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b></p> <p><b>CC.1.3.1.B - Ask and answer questions about key details in a text.</b></p> <p><b>CC.1.3.1.D - Identify who is telling the story at various points in a text.</b></p> <p><b>CC.1.3.1.G - Use illustrations and details in a story to describe characters, setting, or events.</b></p> <p><b>CC.1.3.1.K - Read and comprehend literature on grade-level, reading independently and proficiently.</b></p>
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<p><b><u>Order of Instruction:</u></b></p>	<p><b><u>Topic/Unit/Skill to be Taught:</u></b></p>	<p><b><u>Standards and Eligible Content:</u></b></p>
<p>5</p>	<p><b>Figure it Out</b>  <b>Genres:</b></p> <ul style="list-style-type: none"> <li>● Folktale</li> <li>● Fantasy</li> <li>● Non-Fiction</li> <li>● Biography</li> <li>● Realistic Fiction</li> <li>● Poetry</li> </ul> <p><b>Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li>● Make/Confirm Predictions</li> <li>● Point of View</li> </ul>	<p><b>CC.1.1.1.B - Demonstrate understanding of the organization and basic features of print.</b></p> <ul style="list-style-type: none"> <li>● Recognize the distinguishing features of a sentence.</li> </ul> <p><b>CC.1.1.1.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>● Orally produce single-syllable words, including consonant blends and digraphs.</li> </ul>

	<ul style="list-style-type: none"> <li>● Cause and Effect</li> <li>● Ask and Answer Questions</li> <li>● Problem and Solution</li> </ul> <p><b>Phonics/Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>● Blending/Segmentation/Categorization/ Addition/Deletion/Rhyme</li> <li>● r-controlled vowels</li> <li>● Diphthongs</li> <li>● Structural Analysis:</li> <li>● Abbreviations</li> <li>● Irregular Plurals</li> <li>● -er endings</li> <li>● Comparatives</li> <li>● Final Stable Syllables (-le)</li> </ul> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>● High Frequency Words</li> <li>● Oral Vocabulary Words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Informative</li> <li>● Narrative</li> <li>● Opinion</li> <li>● Mechanics/Conventions of Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul> <p><b>CC.1.1.1.D - Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>● Identify common consonant digraphs, final-e, and common vowel teams.</li> <li>● Decode one and two-syllable words with common patterns.</li> <li>● Read grade-level words with inflectional endings.</li> <li>● Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>CC.1.1.1.E - Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>● Read on-level text with purpose and understanding.</li> <li>● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>CC.1.2.1.B - Ask and answer questions about key details in a text.</b></p> <p><b>CC.1.2.1.F - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p> <p><b>CC.1.2.1.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b></p> <p><b>CC.1.3.1.A - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p> <p><b>CC.1.3.1.B - Ask and answer questions about key details in a text.</b></p> <p><b>CC.1.3.1.C - Describe characters, settings, and major events in a story, using key details.</b></p> <p><b>CC.1.3.1.G - Use illustrations and details in a story to describe characters, setting, or events.</b></p> <p><b>CC.1.3.1.I - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</b></p> <p><b>CC.1.3.1.K - Read and comprehend literature on grade-level, reading independently and proficiently.</b></p>
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<u>Order of Instruction:</u>	<u>Topic/Unit/Skill to be Taught:</u>	<u>Standards and Eligible Content:</u>
6	<p>Together We Can</p> <p><b>Genre:</b></p> <ul style="list-style-type: none"> <li>• Non-Fiction</li> <li>• Fantasy</li> <li>• Folktale</li> <li>• Realistic Fiction</li> <li>• Poetry</li> </ul> <p><b>Comprehension Strategies:</b></p> <ul style="list-style-type: none"> <li>• Re-reading</li> <li>• Author’s Purpose</li> </ul>	<p><b>CC.1.1.1.B - Demonstrate understanding of the organization and basic features of print.</b></p> <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence.</li> </ul> <p><b>CC.1.1.1.C - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Count, pronounce, blend, and segment syllables in spoken and written words.</li> <li>• Orally produce single-syllable words, including consonant blends and digraphs.</li> </ul>

<ul style="list-style-type: none"> <li>● Visualizing</li> <li>● Plot: Cause and Effect</li> <li>● Theme</li> </ul> <p><b>Phonics/Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>● Identity/Addition/Deletion/Segmentation/Blending/Rhyme/Substitution/Reversal/Syllable Addition</li> <li>● Silent Letters</li> <li>● Three Letter Blends</li> <li>● Variant Vowels</li> <li>● R Controlled Vowels</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>● Structural Analysis: Suffixes</li> <li>● Vowel Team Syllables</li> <li>● Compound Words</li> <li>● Inflection -ed and -ing</li> <li>● R Controlled Vowel Syllables</li> </ul> <p><b>Word Work:</b></p> <ul style="list-style-type: none"> <li>● High Frequency Words</li> <li>● Oral Vocabulary Words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Narrative</li> <li>● Informative</li> <li>● Opinion</li> <li>● Mechanics/Conventions of Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li> </ul> <p><b>CC.1.1.1.D - Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <ul style="list-style-type: none"> <li>● Identify common consonant digraphs, final-e, and common vowel teams.</li> <li>● Decode one and two-syllable words with common patterns.</li> <li>● Read grade-level words with inflectional endings.</li> <li>● Read grade-appropriate irregularly spelled words.</li> </ul> <p><b>CC.1.1.1.E - Read with accuracy and fluency to support comprehension.</b></p> <ul style="list-style-type: none"> <li>● Read on-level text with purpose and understanding.</li> <li>● Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>CC.1.2.1.H - Identify the reasons an author gives to support points in a text.</b></p> <p><b>CC.1.2.1.K - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</b></p> <p><b>CC.1.2.1.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b></p> <p><b>CC.1.3.1.A - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b></p> <p><b>CC.1.3.1.B - Ask and answer questions about key details in a text.</b></p> <p><b>CC.1.3.1.C - Describe characters, settings, and major events in a story, using key details.</b></p> <p><b>CC.1.3.1.D - Identify who is telling the story at various points in a text.</b></p> <p><b>CC.1.3.1.G - Use illustrations and details in a story to describe characters, setting, or events.</b></p> <p><b>CC.1.3.1.I - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.</b></p> <p><b>CC.1.3.1.K - Read and comprehend literature on grade-level, reading independently and proficiently.</b></p>
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