

Trimester 1

Reading Skills	Foundational Skills	Writing
<p>Standards:</p> <p>1.3 1.A- Retell Stories, including key details, and demonstrate an understanding of their central message or lesson.</p> <p>1.3 1.B- Ask and answer questions about key details in a text.</p> <p>1.3 1.C- Describe characters, settings, and events in a story using key details.</p> <p>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.</p> <p>1.3 1.G- Use illustrations and details in a story to describe characters, settings, or events.</p> <p>1.3 1.H- Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.3 1.J- Use words and phrases acquired through conversations, reading and being read to and respond to text including words that signal connections and relationships between the words and phrases.</p> <p>1.3 1.K- Read and comprehend literature on grade level, reading independently and proficiently.</p>	<p>Standards:</p> <p>1.1 1.B- Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1.1 1.D- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E- Read with accuracy and fluency to support comprehension.</p> <p>Skills Assessed:</p> <ul style="list-style-type: none"> -Alphabet formation and sounds -Identification and manipulation of initial, medial, and final sounds -Blend, read, and segment, and write CVC words <p>Suggested Resources:</p> <ul style="list-style-type: none"> -Foundations Unit 1 (2-3 weeks) -Foundations Unit 2 (2-3 weeks) -Foundations Unit 3 (2 weeks) -Foundations Unit 4 (2 weeks) -Foundations Unit 5 (1 week) <p>*Extra time should be used for lesson extension, reteaching of skills,</p>	<p>Standards:</p> <p>1.4 .1.A Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>1.4.1.B- Identify and write about one specific topic.</p> <p>1.4 .1.C- Develop the topic with two or more facts.</p> <p>1.4.1.D- Group information and provide some sense of closure.</p> <p>1.4.1.E Choose words and phrases for effect.</p> <p>1.4 .1F- Demonstrates a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize dates, and names of people. ● Use end punctuation ● Commas in dates, and words in a series ● Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p>1.4 1.K- Use a variety of words and phrases.</p> <p>1.4 1.M- Write narratives to develop real or imagined experiences or events.</p>

<p>Skills Assessed: -Identify key details within a text -Identify characters, setting, and events in a story.</p> <p>Suggested Resources: -Wonders Unit 1 Weeks 1-5 -Wonders Unit 2 Weeks 1-5 -Teacher selected read alouds</p>	<p>enrichment, and retesting.</p>	<p>1.4 1.N-Establish who and what the narrative will be about. 1.4 1.O-Include thoughts and feelings to describe experiences and events. 1.4 1P-Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. 1.4.1.Q-Choose words and phrases for effect. 1.4.1.R Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p> <ul style="list-style-type: none"> ● Capitalize dates, and names of people. ● Use end punctuation ● Commas in dates, and words in a series ● Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions <p>1.4.1.T-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 1.4.1.U-With guidance and support explore a variety of digital tools to produce and publish writing including collaboration with peers.</p>
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		<p>Skills Assessed Writing:</p> <p><u>Narrative:</u> Narrative Rubric T1 Teacher models examples of personal narratives and students help determine the components of personal narrative writing. All personal narratives:</p> <ol style="list-style-type: none">1. Tell a story.2. Have the author as the main character.3. Tell about the author's life.4. Have a beginning, middle, and end.5. May include temporal words.6. Tell how the author felt. <p>Teacher guides a shared or interactive writing about a school experience. (e.g., field trip, fire drill, assembly)</p> <p><u>Informational:</u> Informational Rubric T1 Teacher models examples of informational writing and students help determine the components of an informational writing piece. All informative pieces</p> <ol style="list-style-type: none">1. Tell about one topic2. Have supporting facts about the
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		<p>topic.</p> <p>3. Writing may include transition words.</p> <p>Teacher guides a shared or interactive writing about topic of choice (polar animals- time of the year).</p>
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Trimester 2

Reading Skills	Foundational Skills	Writing
<p>Standards:</p> <p>1.2 1.A- Identify the main idea and retell key details of a text</p> <p>1.2 1. B- Ask and answer questions about key details in a text.</p> <p>1.2 1. C- Describe the connection between two individuals, events, ideas, or pieces of information in the text</p> <p>1.2 1.E- Use Various text features and search tools to locate key facts or information in a text.</p> <p>1.2 1.F- Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.</p> <p>1.2 1.G- Use the illustrations and details in a text to describe its key details.</p> <p>1.2 1.H- Identify the reasons an author gives to support points in a text.</p> <p>1.2 1.I- Identify basic similarities in and differences between two texts on the same topic.</p> <p>1.2 1.J- Use words and phrases acquired through conversations, reading and being read to and respond to text including words that signal connections and relationships between the words and phrases.</p> <p>1.2 1.K- Determine or clarify the meaning</p>	<p>Standards:</p> <p>1.1 1.B- Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1.1 1.D- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E- Read with accuracy and fluency to support comprehension.</p> <p>Skills Assessed:</p> <ul style="list-style-type: none"> -Baseword and suffix s -Glued sounds ang, ing, ong, ung, ank, ink, onk, unk -Consonant blends and digraph blends. -Blending and reading words with up to 4 sounds. -Segmenting & spelling words with up to 4 sounds. -Closed syllable concept with short vowels. Closed syllable vs. open syllable. Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy. *(not assessed) <p>Suggested Resources:</p>	<p>Standards:</p> <p>1.4 .1.A Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>1.4.1.B- Identify and write about one specific topic.</p> <p>1.4 .1.C- Develop the topic with two or more facts.</p> <p>1.4.1.D- Group information and provide some sense of closure.</p> <p>1.4 1.E- Choose words and phrases for effect.</p> <p>1.4 1.F- Demonstrate a grade-level appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize dates, and names of people. ● Use end punctuation ● Commas in dates, and words in a seriesC ● Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p>1.4 .1.G Write opinion pieces on familiar topics</p> <p>1.4.1.H- Forms an opinion by choosing</p>

<p>of unknown or multiple meaning words or phrases based on grade level reading and content.</p> <p>1.2 1.L- Read and comprehend literary nonfiction (historical fiction) and information text on grade level, reading independently and proficiently.</p> <p>1.3 1.A- Retell Stories, including key details, and demonstrate an understanding of their central message or lesson.</p> <p>1.3 1.B- Ask and answer questions about key details in a text.</p> <p>1.3 1.C- Describe characters, settings, and events in a story using key details.</p> <p>1.3 1.D- Identify who is telling the story in various points of the text.</p> <p>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.</p> <p>1.3 1.F- Identify words or phrases in stories or poems that suggest feelings, or appeal to the senses.</p> <p>1.3 1.G- Use illustrations and details in a story to describe characters, settings, or events.</p> <p>1.3 1.H- Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.3 1.I - Determine or clarify the meaning of unknown or multi-meaning words and phrases based upon grade level reading</p>	<p>-Foundations Unit 6 (3 weeks) -Foundations Unit 7 (3 weeks) -Foundations Unit 8 (2 weeks) -Foundations Unit 9 (2 weeks)</p> <p>*Extra time should be used for lesson extension, reteaching of skills, enrichment, and retesting.</p>	<p>among given topics.</p> <p>1.4 .1.I- Support the opinion with reasons to relate to the opinion.</p> <p>1.4.1.J- Create an organizational structure that includes reasons and provides some sense of closure.</p> <p>1.4 1.K- Use a variety of words and phrases.</p> <p>1.4.1.L- Demonstrate a grade-level appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize dates, and names of people. ● Use end punctuation ● Commas in dates, and words in a seriesC ● Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p>1.4 1.M- Write narratives to develop real or imagined experiences or events.</p> <p>1.4 1.N- Establish who and what the narrative will be about.</p> <p>1.4 1.O- Include thoughts and feelings to describe experiences and events.</p> <p>1.4 1P- Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>1.4.1.Q- Choose words and phrases for effect.</p>
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and content.

1.3 1.J- Use words and phrases acquired through conversations, reading and being read to and respond to text including words that signal connections and relationships between the words and phrases.

1.3 1.K- Read and comprehend literature on grade level, reading independently and proficiently.

Skills Assessed:

- Identify key details within a text
- Identify characters, setting, and events in a story.
- Make and confirm predictions
- Sequence story events
- Compare and contrast topics
- Identify main idea/ key details

Suggested Resources:

- Wonders Unit 3 Weeks 1-5
- Wonders Unit 4 Weeks 1-5
- Teacher selected read alouds

1.4.1.R Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

- Capitalize dates, and names of people.
- Use end punctuation
- Commas in dates, and words in a series
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions

1.4.1.T-With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

1.4.1.U-With guidance and support explore a variety of digital tools to produce and publish writing including collaboration with peers.

Skills Assessed Writing:

Narrative: Narrative Rubric T2

Teacher models examples of personal narratives and students help determine the components of personal narrative writing. All personal narratives:

1. Tell a story.
2. Have the author as the main character.

		<ol style="list-style-type: none">3. Tell about the author's life.4. Have a beginning, middle, and end.5. May include temporal words.6. Tell how the author felt. <p>Teacher guides a shared or interactive writing about a school experience. (e.g., field trip, fire drill, assembly)</p> <p><u>Informational:</u> Informational Rubric T2 Teacher models examples of informational writing and students help determine the components of an informational writing piece. All informative pieces</p> <ol style="list-style-type: none">1. Tell about one topic2. Have supporting facts about the topic.3. Writing may include transition words. <p>Teacher guides a shared or interactive writing about topic of choice (polar animals- time of the year).</p> <p><u>Opinion:</u> Opinion Rubric T2 Teacher models examples of opinion writing and students help determine the components of an opinion writing piece.</p>
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		<p>All opinion pieces:</p> <ol style="list-style-type: none">1. Offer an opinion about 1 topic2. At least 2 reasons for the opinion3. A sense of closure <p>Teacher guides a shared or interactive writing an opinion.</p>
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Trimester 3

Reading Skills	Foundational Skills	Writing
<p>Standards:</p> <p>1.2 1.A- Identify the main idea and retell key details of a text</p> <p>1.2 1. B- Ask and answer questions about key details in a text.</p> <p>1.2 1. C- Describe the connection between two individuals, events, ideas, or pieces of information in the text</p> <p>1.2 1.E- Use Various text features and search tools to locate key facts or information in a text.</p> <p>1.2 1.F- Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.</p> <p>1.2 1.G- Use the illustrations and details in a text to describe its key details.</p> <p>1.2 1.H- Identify the reasons an author gives to support points in a text.</p> <p>1.2 1.I- Identify basic similarities in and differences between two texts on the same topic.</p> <p>1.2 1.J- Use words and phrases acquired through conversations, reading and being read to and respond to text including words that signal connections and relationships between the words and phrases.</p> <p>1.2 1.K- Determine or clarify the meaning</p>	<p>Standards:</p> <p>1.1 1.B- Demonstrate understanding of the organization and basic features of print.</p> <p>1.1 1.C- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>1.1 1.D- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>1.1 1.E- Read with accuracy and fluency to support comprehension.</p> <p>Skills Assessed:</p> <ul style="list-style-type: none"> -Segmenting and blending up to 5 sounds -suffix s added to words with 5 sounds -Suffixes -ed and -ing added to unchanged base words with closed syllables -Vowel teams: oa, oe, ow, ou, oo, ue, ew, au, aw *(not assessed) -Vowel- consonant-e words -Long vowel sounds -Multi-syllabic words -Compound words -Syllable division rules -Reading and spelling words with 2 closed syllables or closed and v-e syllables. 	<p>Standards:</p> <p>1.4 .1.A Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>1.4.1.B- Identify and write about one specific topic.</p> <p>1.4 .1.C- Develop the topic with two or more facts.</p> <p>1.4.1.D- Group information and provide some sense of closure.</p> <p>1.4 1.E- Choose words and phrases for effect.</p> <p>1.4 1.F- Demonstrate a grade-level appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates, and names of people. • Use end punctuation • Commas in dates, and words in a seriesC • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p>1.4 .1.G Write opinion pieces on familiar topics</p>

<p>of unknown or multiple meaning words or phrases based on grade level reading and content.</p> <p>1.2 1.L- Read and comprehend literary nonfiction (historical fiction) and information text on grade level, reading independently and proficiently.</p> <p>1.3 1.A- Retell Stories, including key details, and demonstrate an understanding of their central message or lesson.</p> <p>1.3 1.B- Ask and answer questions about key details in a text.</p> <p>1.3 1.C- Describe characters, settings, and events in a story using key details.</p> <p>1.3 1.D- Identify who is telling the story in various points of the text.</p> <p>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.</p> <p>1.3 1.F- Identify words or phrases in stories or poems that suggest feelings, or appeal to the senses.</p> <p>1.3 1.G- Use illustrations and details in a story to describe characters, settings, or events.</p> <p>1.3 1.H- Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.3 1.I - Determine or clarify the meaning of unknown or multi-meaning words and phrases based upon grade level reading</p>	<p>-Suffixes with multisyllabic words *exposure only</p> <p>Suggested Resources: -Foundations Unit 10 (3 weeks) -Foundations Unit 11 (3 weeks) -Foundations Unit 12 (3 weeks) -Foundations Unit 13 (3 weeks) *Exposure</p> <p>*Extra time should be used for lesson extension, reteaching of skills, enrichment, and retesting.</p>	<p>1.4.1.H- Forms an opinion by choosing among given topics.</p> <p>1.4 .1.I- Support the opinion with reasons to relate to the opinion.</p> <p>1.4.1.J- Create an organizational structure that includes reasons and provides some sense of closure</p> <p>1.4 1.K- Uses a variety of words and phrases.</p> <p>1.4 1.L- Demonstrate a grade-level appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize dates, and names of people. ● Use end punctuation ● Commas in dates, and words in a series ● Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. <p>1.4 1.M- Write narratives to develop real or imagined experiences or events.</p> <p>1.4 1.N- Establish who and what the narrative will be about.</p> <p>1.4 1.O- Include thoughts and feelings to describe experiences and events.</p> <p>1.4 1P- Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p>1.4 1.Q- Uses a variety of words and</p>
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and content.

1.3 1.J- Use words and phrases acquired through conversations, reading and being read to and respond to text including words that signal connections and relationships between the words and phrases.

1.3 1.K- Read and comprehend literature on grade level, reading independently and proficiently.

Skills Assessed:

- Identify key details within a text
- Make and confirm predictions
- Sequence story events
- Compare and contrast topics
- Identify main idea/ key details
- Identify problem/ solution
- Make text connections *Formative only

Suggested Resources:

- Wonders Unit 5 Weeks 1-5
- Wonders Unit 6 Weeks 1-5
- Teacher selected read alouds

phrases.

1.4.1.R Demonstrate grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.

- Capitalize dates, and names of people.
- Use end punctuation
- Commas in dates, and words in a series
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions

1.4 1.T- With guidance and support from adults and peers, focus on a topic, respond to a question, and suggestions from peers and add details to strengthen writing as needed.

1.4 1.U- With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

1.4 1.V- Participate in individual or shared research and writing projects.

1.4 1.W- With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

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.

Skills Assessed Writing:

Narrative: Narrative Rubric T3

Teacher models examples of personal narratives and students help determine the components of personal narrative writing. All personal narratives:

1. Tell a story.
2. Have the author as the main character.
3. Tell about the author's life.
4. Have a beginning, middle, and end.
5. May include temporal words.
6. Tell how the author felt.

Teacher guides a shared or interactive writing about a school experience. (e.g., field trip, fire drill, assembly)

Informational: Informational Rubric T3

Teacher models examples of informational writing and students help determine the components of an informational writing piece. All

		<p>informative pieces</p> <ol style="list-style-type: none">1. Tell about one topic2. Have supporting facts about the topic.3. Writing may include transition words. <p>Teacher guides a shared or interactive writing about topic of choice (polar animals- time of the year).</p> <p>Opinion: Opinion Rubric T3</p> <p>Teacher models examples of opinion writing and students help determine the components of an opinion writing piece.</p> <p>All opinion pieces:</p> <ol style="list-style-type: none">1. Offer an opinion about 1 topic2. At least 2 reasons for the opinion3. A sense of closure <p>Teacher guides a shared or interactive writing an opinion.</p>
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