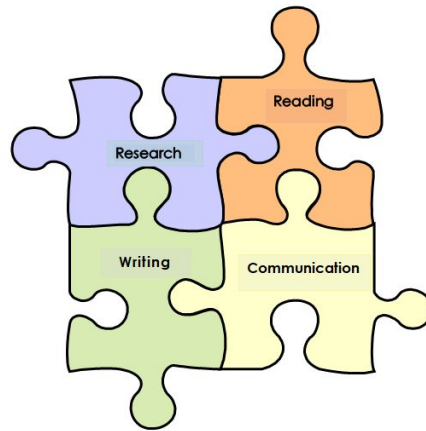


First Grade English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

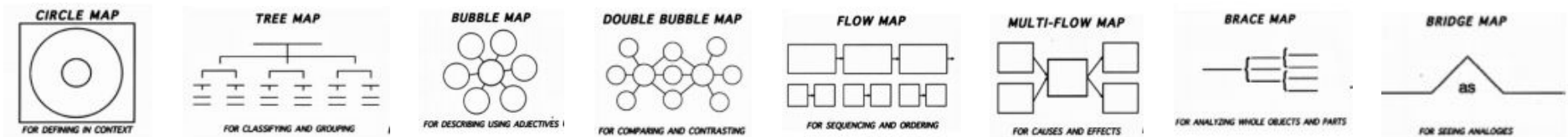
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**


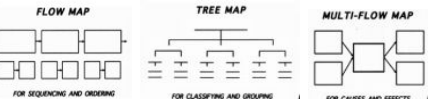
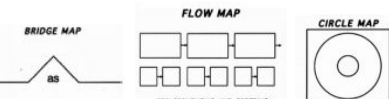
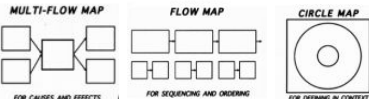
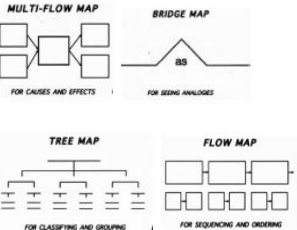
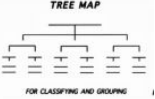
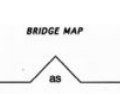
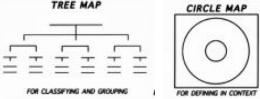
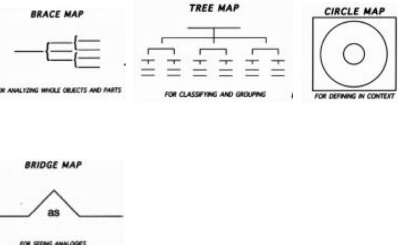
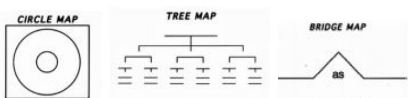
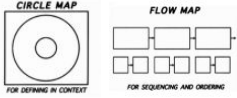
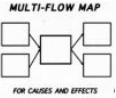
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. “Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands.” (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
			
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
			
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
			

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards (taken from 2010 VDOE English Curriculum Framework)

Phonological awareness is the term used to describe a student’s understanding that spoken words consist of sounds. Students who are phonologically aware demonstrate an ability to hear and manipulate the sound structure of language at each of the word, syllable and phoneme (individual sound) levels. Phonological awareness typically progresses in a developmental continuum, (i.e., rhyming → sentence segmenting → syllable blending/segmenting → syllable splitting [onset and rime blending/segmenting] → phoneme blending, segmenting, and manipulating).

Phonemes are the smallest units of sound in language

Syllables are units of speech that consist of a vowel preceded and/or followed by consonants. Each time a syllable is produced; the mouth opens and closes.

Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel.

Rimes are the vowel and what follows (-ack).

Concept of word - A firm concept of word requires students to have an automatic knowledge of letter sounds, to be able to isolate consonant sounds at the beginning of words in context, and to remember previously viewed words from text.

Blend - putting speech sound units (phonemes) together to make a word (e.g., /m/- /a/- /n/ → man).

Segment - break spoken words into individual sounds (e.g., man → /m/- /a/- /n/).

Semantics refer to the meanings of words or sentences.

Syntax refers to the rules or conventions for the formation of grammatical sentences.

Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.

Narrative writing - sharing events and telling stories

Informational Writing - informing others and making reports

Functional Writing - labeling and making lists

NINE WEEKS 1

Division Required Assessments: PALS, ACPS Writing Prompt (narrative), ACPS Reading Rubric

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks, Phonemic Awareness Assessment or PALS Level C (recommended)

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Strategic Reading and Thinking</p> <p>SKILLS TARGETED: Introduction to or Modeling of the Seven Comprehension Strategies</p> <p>STRATEGY FOCUS: Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies</p> <p>Introduce all 7 comprehension strategies</p> <ol style="list-style-type: none"> 1. Background knowledge/Making connections/Schema 2. Determine Importance 3. Questioning 4. Visualize 5. Infer/Predict/Draw Conclusions 6. Summarize/Synthesize 7. Self-monitor/Metacognition <p>APPROXIMATE TIME: 2 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.1 The student will develop oral communication skills.</p> <p>a) Listen actively and speak using agreed upon rules for discussion.</p> <p>b) Initiate conversation</p>	<p>1.4 The student will apply knowledge of how print is organized and read.</p> <p>a) Read from left-to-right and from top-to-bottom.</p> <p>b) Match spoken words</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest</p>	<p>Resources including book titles for the Seven Strategies https://drive.google.com/open?id=1kNJUKs3j1c3CfSPgV8ixNIIStdqPTCFZ</p> <p>Phonemic Awareness <i>Phonemic Awareness: The Skills They Need to Help</i></p>	<p>“All About Me” circle map. Share map with the class.</p> <p>Create class rules together.</p> <p>Writing samples: What I Did Over Summer Vacation</p>

<p>with peers and adults.</p> <p>f) Follow rules for conversation, using appropriate voice level in small-group settings.</p> <p>g) Ask and respond to question to seek help, get information, or clarify information</p> <p>k) Work respectfully with others.</p>	<p>with print.</p> <p>c) Identify letters, words, sentences, and ending punctuation.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>a) Use initial and final consonants to decode and spell one syllable words.</p> <p>h) Read and spell commonly used sight words (refer to ACPS Literacy plan)</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>a) Discuss meanings of words in context.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>a) Preview the selection.</p> <p>b) Set a purpose for reading.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p>	<p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>b) Use prewriting activities to generate ideas. (introduce writing process)</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p>		<p><i>Them Succeed</i> by Michael Heggerty (primary version) Lessons 1 & 2 Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p>ACPS Literacy Plan</p> <p>Picture Books <i>First Day Jitters</i> by Julie Danneberg</p> <p><i>Interrupting Chicken</i> by David Ezra Stein</p> <p><i>My Mouth Is A Volcano</i> by Julia Cook</p> <p><i>The Recess Queen</i> by Alexis O’Neill and Laura Huliska-Beith</p> <p><i>A Bad Case Of Tattle Tongue</i> by Julia Cook</p> <p><i>Being A Good Citizen</i> (Time for kids nonfiction readers)</p> <p>Poems link for a variety of kids poems https://www.poets.org/poetsorg/poems-kids</p> <p><i>Read! Read! Read!</i> by Amy Ludwig VanDerwater illustrated by Ryan O'Rourke</p>	<p>Start writing journal (using writing process introduction)</p>
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	<p>a) Preview the selection.</p> <p>c) Set a purpose for reading.</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.</p>			<p>Articles</p> <p>Rules https://www.readworks.org/article/Why-Do-We-Need-Rules/39180fc3-9d95-44e7-b220-9383a0634130#!articleTab:content/</p> <p>Laws https://www.readworks.org/article/What-Is-a-Law/ea055153-38ba-4a18-a60a-f3958a0d1ed5#!articleTab:content/</p> <p>Multimedia</p> <p>Citizenship http://exchange.smarttech.com/search.html?q=citizenship&subject=All+subjects&grade=Grade+1&region=en_US</p>	
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THEME: Fact/Fantasy

SKILLS TARGETED:

- Choral and echo reading
- Rhyming
- Count phonemes
- Blending
- Form letters accurately
- Space between words
- Read from left to right and top to bottom
- Identify letters, words, sentences, and ending punctuation
- Short vowels

STRATEGY FOCUS: Make Connections, Determine Importance, Self-Monitor

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <p>c) Participate in a variety of oral language activities, including choral speaking and recitation.</p> <p>1.1 The student will develop oral communication skills.</p> <p>l) Increase listening and speaking vocabularies.</p>	<p>1.3 The student will orally identify, produce, manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>a) Create rhyming words.</p> <p>b) Count phonemes (sounds) in one-syllable words.</p> <p>c) Blend sounds to make one-syllable words.</p> <p>d) Segment one-syllable words into individual phonemes.</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>b) Use prewriting activities to generate ideas.</p> <p>c) Focus on one topic.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p>	<p>Phonemic Awareness <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 3-5</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p>Picture Books <i>Sheep in Jeep</i> by Nancy E. Shaw <i>The Cat in the Hat</i> by Dr. Seuss</p>	<p>Create a double bubble map comparing the books: <i>Giraffes Can't Dance</i> by Giles Andreae <i>National Geographic Readers: Giraffes</i> by Laura Marsh. Discuss how they are alike and different.</p>

	<p>1.4 The student will apply knowledge of how print is organized and read</p> <p>a) Read from left-to-right and top to bottom</p> <p>b) Match spoken words with print.</p> <p>c) Identify letters, words, sentences, and ending punctuation</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>d) Use short vowel sounds to decode and spell one syllable words.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words</p> <p>f) Use word patterns to decode unfamiliar words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>b) Use titles and pictures</p>	<p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p>		<p><i>Dragons Love Tacos</i> by Adam Rubin</p> <p><i>Giraffes Can't Dance</i> by Giles Andreae</p> <p><i>National Geographic Readers: Giraffes</i> by Laura Marsh</p> <p><i>Chicka Chicka Boom Boom</i> by Bill Martin Jr.</p> <p>Other Short vowel flip book: https://www.teacherspayteachers.com/Product/Short-Vowel-Flip-Flap-Book-FREEBIE-840674</p> <p>Poems <i>Rabbit</i> by Mary Ann Hoberman</p> <p>Multimedia</p> <p>Rhyming http://exchange.smarttech.com/search.html?q=rhyming&subject=All+subjects&grade=All+grades&region=en_US</p> <p>Short Vowel Songs: https://www.youtube.com/watch?v=jh11mx9tF9o</p> <p>https://www.youtube.com/watch?v=arQxkdRYyE4 https://www.youtube.co</p>	
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	<p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>d) Use text clues such as words or pictures to discern meanings of unknown words.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>c) Relate previous experiences to what is read.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>b) use prior and background knowledge as context for new learning</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.</p>			<p>m/watch?v=fR-BLFZyAWs</p>	
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THEME: Change

SKILLS TARGETED:

- Blend (initial, medial, and final sounds)
- Nouns, Verbs and Adjectives
- Preview the selection
- Set a purpose
- Make predictions (Infer/Predict/Draw Conclusions)
- Complete sentences
- Phonetic spelling
- Generate topics of interest
- Focus on one idea
- Text Features

STRATEGY FOCUS: Infer/Predict, Make Connections, Determine Importance, Self-Monitor

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <p>a) Listen and respond to a variety of print and media materials.</p>	<p>1.3 The student will orally identify, produce, manipulate various phonemes within words to develop phonological awareness</p> <p>a) Create rhyming words.</p> <p>b) Count phonemes (sounds) to make one-syllable words.</p> <p>c) Blend sounds to make one-syllable words.</p> <p>1.4 The student will apply knowledge of how print is organized and</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>b) Use prewriting activities to generate ideas.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p>Phonemic Awareness <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 6-9</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p>Picture Books <i>Little Tree</i> by Loren Long</p>	<p>Have students choose animal, and create a bubble map using adjectives to describe their animal. Then, using their map, write about their animal.</p> <p>Read <i>Rainbow Fish</i>. Have the class discuss how the Rainbow Fish changes through the story, and write about a time you changed.</p>

	<p>read.</p> <p>a) Read from left to right and from top to bottom.</p> <p>b) Match spoken words with print.</p> <p>c) Identify letters, words, sentences, and ending punctuation.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>d) Use short vowel sounds to decode and spell one-syllable words.</p> <p>f) Use word patterns to decode unfamiliar words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>f) Use singular and</p>	<p>c) Focus on one topic</p> <p>g) Use letters to phonetically spell words.</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>		<p><i>Fall Changes</i> by Ellen B. Senisi</p> <p><i>Going to School: Comparing Past and Present</i> by Rebecca Rissman</p> <p><i>The Kissing Hand</i> by Audrey Penn</p> <p><i>The Rainbow Fish</i> by Marcus Pfister</p> <p>Poems <i>Can I Carry You</i> (poem about growing up) https://www.familyfriendlypoems.com/print/poem/MTlwNQ==</p> <p><i>The Little Old Lady Who Wasn't Afraid of Anything</i> http://firstgradewow.blogspot.com/2012/10/the-little-old-lady-who-was-nt-afraid-of_30.html</p> <p>Multimedia https://jr.brainpop.com/search/?keyword=nouns</p> <p>Readers Theatre https://www.readinga-z.com/fluency/readers-theater-scripts/?f=site_and_dist/nonbooks/readers_theater_script/rt_changing_seasons.pdf</p>	
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	<p>plural nouns (introduce nouns)</p> <p>g) use adjectives to describe nouns.</p> <p>h) use verbs to identify actions.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>a) Preview the selection.</p> <p>b) Set a purpose for reading</p> <p>c) Relate previous experiences to what is read.</p> <p>d) Make and confirm predictions.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Preview the selection.</p> <p>b) Use prior and background knowledge as context for new learning.</p> <p>c) Set a purpose for reading.</p> <p>d) Identify text features such as pictures,</p>				
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	<p>headings, charts, and captions</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.</p>				
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Week 9 - Review and assess

NINE WEEKS 2

Division Required Assessments: Fountas and Pinnell, ACPS Reading Rubric, ACPS Writing Prompt (descriptive)

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks, Phonemic Awareness Progress Monitoring

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Heroism/Bravery</p> <p>SKILLS TARGETED: Make Connections Make and Confirm Predictions Blends Digraphs ABC order Multisyllabic Words</p> <p>STRATEGY FOCUS: Determine Importance, Infer/Predict, Make Connections, Self-Monitor</p> <p>APPROXIMATE TIME: 2 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.1 The student will develop oral communication skills.</p> <p>h) Restate and follow simple two-step oral directions.</p>	<p>1.3 The student will orally identify, produce, manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>b) Count phonemes (sounds) in one-syllable words.</p> <p>c) Blend sounds to make one-syllable words.</p> <p>f) Blend and segment</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p>	<p>Phonemic Awareness <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 10 & 11</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p>General Resource Link</p>	<p>Read a story about bravery. Allow students to discuss the story. The student will then write about a time they showed bravery.</p>

	<p>multisyllabic words at the syllable level.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>b) Use two-letter consonant blends to decode and spell one-syllable words.</p> <p>c) Use consonant digraphs to decode and spell one-syllable words.</p> <p>d) Use short vowel sounds to decode and spell one-syllable words.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>e) Reread and self-correct.</p>	<p>a) Identify audience and purpose.</p> <p>b) Use prewriting activities to general ideas.</p> <p>d) Organize writing to suit purpose.</p> <p>e) Revise by adding descriptive words when writing about people, place, things, and events.</p> <p>1.13 The student will edit writing for capitalization, punctuation and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p>http://www.startwithabook.org/booklists/heroes-and-superheroes</p> <p>Picture Books Picture Books about Bravery https://blog.allaboutlearningpress.com/picture-books-bravery/</p> <p><i>The Story Of Ruby Bridges</i> by Robert Coles</p> <p><i>Max The Brave</i> by Ed Vere</p> <p><i>The True Story of Pocahontas (Step-into-Reading)</i> by Lucille Penner</p> <p><i>Abe's Honest Words</i> by: Doreen Rappaport</p> <p><i>Sheila Rae, the Brave</i> by Kevin Henkes</p> <p>Poems Veterans Day poems on bravery https://veteransdayblog.com/veterans-day-poems/</p> <p>Multimedia Blends and digraph songs: https://www.youtube.com/watch?v=RCCFqWV8S7E</p> <p>https://www.youtube.co</p>	
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	<p>1.7 The student will expand vocabulary and use of word meanings. c) Ask for the meaning of unknown words and make connections to familiar words.</p> <p>1.8 The student will use simple reference materials.</p> <p>a) Use knowledge of alphabetical order by first letter.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>c) Relate previous experiences to what is read.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts</p> <p>a) Preview the selection</p> <p>b) Use prior and background knowledge as context for new learning.</p> <p>c) Set a purpose for reading.</p> <p>e) Make and confirm predictions.</p>			<p>m/watch?v=mvkregBt4I8 https://www.youtube.com/watch?v=eqigJZm5a4</p> <p>https://www.youtube.com/watch?v=HfMtsRVZWfE</p> <p>https://www.youtube.com/watch?v=NK8_Tvu6bJk</p> <p>https://www.youtube.com/watch?v=bHR6UYef3rc&t=31s</p>	
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	1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.				
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THEME: Friendship

SKILLS TARGETED:
 Sequencing
 Questioning: Who, What, Where, When, Why and How
 Identify Theme
 Identify Main Idea
 Text Features

STRATEGY FOCUS: Questioning, Determine Importance, self-Monitor

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.1 The student will develop oral communication skills.</p> <p>i) Give simple two-step oral directions.</p> <p>1.2 The student will demonstrate growth in oral literacy skills.</p> <p>b) Tell and retell stories and events in sequential order.</p>	<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>c) Blend sounds to make one-syllable words.</p> <p>d) Segment one-syllable words into individual phonemes.</p> <p>1.5 The student will</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p>	<p><u>Phonemic Awareness</u> <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 12-14</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p>	<p>Write about one of your good friends and include what makes them a good friend. share whole group.</p>

	<p>apply phonetic principles to read and spell.</p> <p>b) Use two-letter consonant blends to decode and spell one-syllable words.</p> <p>d) Use short vowel sounds to decode and spell one-syllable words.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>c) Use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>b) Develop vocabulary by listening to and reading a variety of texts.</p>	<p>e) Revise by adding descriptive words when writing about people, places, things, and events.</p> <p>h) Share writing with others</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p>Picture Books <i>The Adventures of Beekle: The Unimaginary Friend</i> by Dan Santat</p> <p><i>A Bad Case of Stripes</i> by David Shannon <i>Tip's Tips on Friendship (Home)</i> by Sheila Higginson</p> <p><i>How To Be A Friend (A Book About Friendship)</i> by Molly Wigland</p> <p><i>The Doorbell Rang</i> by Pat Hutchins</p> <p><i>The Friendship Tree</i> by Kathy Caple</p> <p>Poems link to friendship poems http://www.canteach.ca/elementary/songspoes2.html</p> <p>Multimedia Friendship https://www.youtube.com/watch?v=bVCKj0T9-g</p>	
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	<p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>e) Ask and answer who, what, when, where, why, and how questions about what is read.</p> <p>g) Retell stories and events, using beginning, middle, and end in a sequential order.</p> <p>h) Identify theme.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>d) Identify text features such as pictures, headings, charts, and captions</p> <p>f) Ask and answer who, what, where, when, why, and how questions about what is read.</p> <p>g) Identify the main idea.</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.</p>				
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THEME: Traditions

SKILLS TARGETED:

Singular and Plural Nouns
 Make Predictions
 Punctuation
 Identify theme
 Identify main idea

STRATEGY FOCUS: Infer/Predict, Determine Importance, Make Connections, Self-Monitor

APPROXIMATE TIME: 3 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.1 The student will develop oral communication skills.</p> <p>e) Participate in collaborative and partner discussions about various texts and topics.</p>	<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>c) Blend sounds to make one-syllable words into individual phonemes.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>b) Use two-letter consonant blends to decode and spell one-syllable words.</p> <p>d) Use short vowel sounds to decode and</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>d) Organize writing to suit purpose.</p> <p>e) Revise by adding descriptive words when writing about people, places, things, and events.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p><u>Phonemic Awareness</u> <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 15-18</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p><u>Picture Books</u> <i>My Culture (My World: Bobbie Kalman's Leveled Readers: Level H)</i></p> <p><i>How My Family Lives in America</i> by Susan Kuklin</p>	<p>Students will brainstorm different traditions their families have. Then students will write about a tradition.</p> <p>Research tradition : create presentation or class book using the information learned.</p>

	<p>spell one-syllable words.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>c) Use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>e) Use vocabulary from other content areas.</p> <p>f) Use singular and plural nouns</p> <p>1.9 The student will read and demonstrate comprehension of a</p>	<p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>		<p><i>Over the River and Through the Woods</i> by John Steven Gurney</p> <p><i>Welcoming Babies</i> by Margy Burns Knight</p> <p><i>Bringing in The New Year</i> by Grace Lin</p> <p>Poems Thanksgiving poem http://www.dltk-holidays.com/thanksgiving/m-thanksgiving.htm</p> <p>Multimedia Celebration of Traditions https://www.youtube.com/watch?v=nXQQ693Z7cw</p> <p>https://www.youtube.com/watch?v=lp3xpaLeasM</p>	
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	<p>variety of fiction texts.</p> <p>c) Relate previous experiences to what is read.</p> <p>d) Make and confirm predictions</p> <p>h) Identify theme.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>a) Preview the selection</p> <p>c) Set a purpose for reading</p> <p>g) Identify main idea</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.</p>				
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Week 9 - Review and assess

NINE WEEKS 3

Division Required Assessments: PALS, ACPS Writing Prompt (expository), ACPS Reading Rubric

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks, Phonemic Awareness Assessment or PALS Level C (recommended)

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Differences</p> <p>SKILLS TARGETED: Compare/Contrast Questioning Compound Words Context Clues Dictionary Skills Segmenting Story elements Identify main idea</p> <p>STRATEGY FOCUS: Questioning, Summarizing, Determining Importance, Making Connections, Self-Monitor</p> <p>APPROXIMATE TIME: 3 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.1 The student will develop oral communication skills.</p> <p>c) Adapt or change oral language to fit the situation.</p> <p>1.2 The student will demonstrate growth in oral early literacy skills.</p>	<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>d) Segment one-syllable words into individual phonemes.</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information</p>	<p><u>Phonemic Awareness</u> <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 19-21</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyreso</p>	<p>Read a fiction story about differences. The class will create a double bubble map comparing two of the characters. The student will then pick the character they are most like and tell two or more ways they are like one of the characters.</p>

<p>b) Tell and retell stories and events in sequential order.</p>	<p>e) Add or delete phonemes to make new words.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>g) Read and spell simple two-syllable compound words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>c) Use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and</p>	<p>forms to include narrative, descriptive, and opinion.</p> <p>a) Identify audience and purpose.</p> <p>b) Use prewriting activities to generate ideas.</p> <p>d) Organize writing to suit a purpose.</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>c) Identify pictures, texts, or people as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p>urcesinc.com/store/curriculum/</p> <p>Picture Books</p> <p><i>Not Your Typical Dragon</i> by Dan Bar-el</p> <p><i>Chrysanthemum</i> by Kevin Henkes</p> <p><i>The Colors of Us</i> by Karen Katz</p> <p><i>Whoever you Are</i> by Mem Fox</p> <p><i>A Piece of Home</i> by Jeri Watts</p> <p>Poems</p> <p><i>The Crayon Box that Talked</i> by Shane Derolf</p> <p>Multimedia</p> <p>Cultural Differences https://www.youtube.com/watch?v=OrcOdLYBIw0&list=PLf-pqUmBuNyYo93uz7CczhqayAMnOLtS</p> <p>https://www.youtube.com/watch?v=ry1E1uzPSU0&list=PLf-pqUmBuNyYo93uz7CczhqayAMnOLtS&index=3</p> <p>https://www.youtube.com/watch?v=TzHoZwG0gCw</p>	<p>Research different cultures. Create a poster using the information learned and share with class.</p>
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	<p>use of word meanings.</p> <p>a) Discuss meanings of words in context.</p> <p>1.8 The student will use simple reference materials.</p> <p>b) Use a picture dictionary to find meanings of unfamiliar words.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>c) Related previous experiences to what is read.</p> <p>e) Ask and answer who, what, when, where, why and how questions about what is read.</p> <p>f) Identify characters, setting, and important events</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>b) Use prior and background knowledge as a context for new learning.</p> <p>f) Ask and answer who,</p>				
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	<p>what, when, where, why and how questions about what is read.</p> <p>g) Identify main idea</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.</p>				
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THEME: Relationships

SKILLS TARGETED:
 Classification
 Context Clues
 Story Elements
 Focus on one topic
 Identify theme
 Identify main Idea

STRATEGY FOCUS: Visualizing, Summarizing, Making Connections, Self-Monitor

APPROXIMATE TIME: 2 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.1 The student will develop oral communication skills.</p> <p>d) Use appropriate voice level, phrasing, and intonation</p>	<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p>	<p>Phonemic Awareness <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 22 & 23</p>	<p>Compare relationship from text with a relationship students have. Write about similarities and differences.</p>

<p>1.2 The student will demonstrate growth in oral early literacy skills. b) Tell and retell stories and events in sequential order.</p>	<p>d) Segment one-syllable words into individual phonemes.</p> <p>e) Add or delete phonemes to make new words.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>b) Use titles and pictures.</p> <p>c) Use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>a) Discuss meanings of</p>	<p>sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>c) Focus on one topic.</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p>Picture Books</p> <p><i>How to Babysit a Grandpa</i> by Jean Reagan</p> <p><i>Just Grandma and Me (Little Critter)</i> by Mercer Mayer</p> <p><i>How Do Dinosaurs Play with Their Friends?</i> by Jane Yolen</p> <p>Poems</p> <p>Grandparents Day poem https://www.teacherspayteachers.com/Product/Grandparents-Day-Poem-1416693</p> <p>Multimedia</p> <p>Pilgrims/American Indian relationship http://exchange.smarttech.com/details.html?id=021e5fb1-24f0-4761-bc53-7915f21714b7</p>	
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	<p>words in context.</p> <p>b) Develop vocabulary by listening to and reading a variety of texts.</p> <p>c) Ask for the meaning of unknown words and make connections to familiar words.</p> <p>d) Use text clues such as words or pictures to discern meanings of unknown words.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>f) Identify characters, setting, and important events.</p> <p>h) Identify theme.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>d) Identify text features such as pictures, headings, charts, and captions</p> <p>g) Identify the main idea.</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of</p>				
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	nonfiction texts with fluency, accuracy, and meaningful expression.				
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<p>THEME: Compassion</p> <p>SKILLS TARGETED: Text Features Story Elements Beginning, Middle, End Identify main idea</p> <p>STRATEGY FOCUS: Summarizing, Determining Importance, Self-Monitor</p> <p>APPROXIMATE TIME: 3 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <p>d) Participate in creative dramatics.</p>	<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>d) Segment one-syllable words into individual phonemes.</p> <p>e) Add or delete phonemes to make new words.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>e) Blend initial, medial,</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>a) Identify audience and purpose.</p> <p>h) Share writing with others.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p>Phonemic Awareness <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 25-27</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p>Picture Books</p> <p><i>Corduroy</i> by Don Freeman</p> <p><i>A Day's Work</i> by Eve Bunting</p>	<p>Read a story about compassion. The student will write about a way they have shown compassion.</p>

	<p>and final sounds to recognize and read words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>c) Use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>b) Develop vocabulary by listening to and reading a variety of texts.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>f) Identify characters, setting, and important</p>	<p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>		<p><i>Bear Feels Sick</i> by Karma Wilson</p> <p><i>A Chair For my Mother</i> by Vera Williams</p> <p><i>The Teddy Bear</i> by David Mcphail</p> <p><u>Poems</u></p> <p>Kindness and Compassion poem https://docs.google.com/file/d/0BwmUtOvlqbYC/MVZVR1hJT2VWR1E/edit</p> <p><u>Multimedia</u></p> <p><i>What Does It Mean to Be Kind?</i> by Rana DiOria https://www.youtube.com/watch?v=L5HEKWib33g</p> <p><i>Have You Filled a Bucket Today?</i> https://www.youtube.com/watch?v=3EuemNAo6XE</p>	
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	<p>events. (continued)</p> <p>g) Retell stories and events, using beginning, middle, and an end in sequential order (continued)</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>d) Identify text features such as pictures, headings, charts, and captions.</p> <p>g) Identify the main idea.</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.</p>				
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Week 9 - Review and assess

NINE WEEKS 4

Division Required Assessments: PALS, ACPS Writing Prompt (persuasive), ACPS Reading Rubric

Ongoing Assessments: Common Assessments, Running Records, PALS Quick Checks, Phonemic Awareness Assessment or PALS Level C (recommended)

***Once introduced, all SOLs will continue to be revisited throughout the year until mastery.**

<p>THEME: Cycles</p> <p>SKILLS TARGETED: Beginning, Middle End Making Connections Sequencing Summarizing Fact/Opinion Long Vowels</p> <p>STRATEGY FOCUS: Summarizing/Synthesizing, Determining Importance, Self-Monitor</p> <p>APPROXIMATE TIME: 3 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <p>b) Tell and retell stories and events in sequential order.</p>	<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>a) Create rhyming words.</p> <p>b) Count phonemes (sounds) in one-syllable words.</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p>	<p>Phonemic Awareness <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 28-30</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p>	<p>Create a "Beginning, Middle, & End" flip book. The flipbook will include a picture and a sentence for each part of a cycle.</p>

	<p>c) Blend sounds to make one-syllable words.</p> <p>d) Segment one-syllable words into individual phonemes.</p> <p>e) Add or delete phonemes to make new words.</p> <p>f) Blend and segment multisyllabic words at the syllable level.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>f) Use word patterns to decode unfamiliar words (long vowels)</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p>	<p>a) Identify audience and purpose.</p> <p>b) Use prewriting activities to generate ideas.</p> <p>d) Organize writing to suit purpose.</p> <p>f) Write to express an opinion and give a reason.</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>	<p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p><u>Picture Books</u></p> <p><i>A Seed Grows</i> Reading A-Z https://www.readinga-z.com/books/leveled-books/book/?id=82&lang=English</p> <p><i>From Seed to Plant</i> by Gail Gibbons</p> <p><u>Poems</u></p> <p>Caterpillar and Butterfly Poems http://www.canteach.ca/elementary/songspems26.html</p> <p><u>Multimedia</u></p> <p>Butterfly Life Cycle https://www.turtlediary.com/video/butterfly-life-cycle.html</p> <p>Life Cycles Sequencing Cards https://www.teacherspayteachers.com/FreeDownload/Life-Cycle-Sequencing-Cards-Butterfly-and-Frog-FREE-344007</p>	
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	<p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>c) Ask for the meaning of unknown words and make connections to familiar words.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>f) Identify characters, setting, and important events.</p> <p>g) Retell stories and events, using beginning, middle, and end in a sequential order.</p> <p>h) Identify theme</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>g) Identify the main idea.</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and</p>				
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	meaningful expression.				
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<p>THEME: Discovery</p> <p>SKILLS TARGETED: Identify Main Idea Identify Theme Questioning Make Predictions</p> <p>STRATEGY FOCUS: Summarizing, Inferring/Predicting, Questioning, Determine Importance, Self-Monitor</p> <p>APPROXIMATE TIME: 3 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.1 The student will develop oral communication skills.</p> <p>j) Express ideas orally in complete sentences.</p> <p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <p>b) Tell and retell stories and events in sequential order.</p>	<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>a) Create rhyming words.</p> <p>b) Count phonemes (sounds) in one-syllable words.</p> <p>c) Blend sounds to make one-syllable words.</p> <p>d) Segment one-syllable words into individual phonemes.</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>e) Revise by adding descriptive words when writing about people, place, things, and events.</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p><u>Phonemic Awareness</u> <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lessons 31-34</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p>Discovery Bottle https://www.teacherspayteachers.com/FreeDownload/Discovery-Bottle-Recording-Sheet-342534</p>	<p>Research an invention-create presentation</p>

	<p>e) Add or delete phonemes to make new words.</p> <p>f) Blend and segment multisyllabic words at the syllable level.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>b) Use titles and pictures.</p> <p>c) Use information in the story to read words.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p>	<p>f) Write to express an opinion and give a reason.</p> <p>1.13 The student will edit writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>		<p>Discovery Bottle Observations: https://www.teacherspayteachers.com/FreeDownload/Discovery-Bottles-Recording-Sheet-789631</p> <p>Read <i>Soaring Eagles</i> by: Kathleen Martin-James Answer questions that go with the text: https://www.teacherspayteachers.com/FreeDownload/Discovery-Reading-Worksheet-Soaring-Eagles-2003032</p>	
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	<p>d) Use text clues such as words or pictures to discern meanings of unknown words.</p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>d) Make and confirm predictions.</p> <p>e) Ask and answer who, what, when, why, and how questions about what is read.</p> <p>f) Identify characters, setting, and important events.</p> <p>h) Identify theme.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>e) Make and confirm predictions.</p> <p>f) Ask and answer who, what, where, when, why, and how questions about what is read.</p> <p>g) Identify the main idea.</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with</p>				
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	fluency, accuracy, and meaningful expression.				
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<p>THEME: Patriotism</p> <p>SKILLS TARGETED: Review all Skills</p> <p>STRATEGY FOCUS: Review all Seven Comprehension Strategies</p> <p>APPROXIMATE TIME: 2 weeks</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>1.1 The student will develop oral communication skills.</p> <p>e) Participate in collaborative and partner discussions about various texts and topics.</p> <p>1.2 The student will demonstrate growth in oral early literacy skills.</p> <p>b) Tell and retell stories and events in sequential order.</p>	<p>1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.</p> <p>a) Create rhyming words.</p> <p>b) Count phonemes (sounds) in one-syllable words.</p> <p>c) Blend sounds to make one-syllable words.</p> <p>d) Segment one-syllable words into individual phonemes.</p> <p>e) Add or delete phonemes to make new</p>	<p>1.11 The student will print legibly in manuscript.</p> <p>a) Form letters accurately.</p> <p>b) Space words within sentences.</p> <p>1.12 The student will write in a variety of forms to include narrative, descriptive, and opinion.</p> <p>h) Share writing with others.</p> <p>f) Write to express an opinion and give a reason.</p> <p>1.13 The student will edit</p>	<p>1.14 The student will conduct research to answer questions or solve problems using available resources.</p> <p>a) Generate topics of interest.</p> <p>b) Generate questions to gather information.</p> <p>c) Identify pictures, texts, or people as sources of information.</p> <p>d) Find information from provided sources.</p> <p>e) Record information.</p>	<p>Phonemic Awareness <i>Phonemic Awareness: The Skills They Need to Help Them Succeed</i> by Michael Heggerty (primary version) Lesson 35</p> <p>Phonemic Awareness Supplemental Curriculum Website https://www.literacyresourcesinc.com/store/curriculum/</p> <p>Picture Books</p> <p><i>America Then and Now</i> (Primary Source Reader)</p> <p>Other</p> <p>Patriotic Write the Room https://www.teacherspa</p>	<p>Write poem about what it means to have patriotism. Use examples from text.</p>

	<p>words.</p> <p>f) Blend and segment multisyllabic words at the syllable level.</p> <p>1.5 The student will apply phonetic principles to read and spell.</p> <p>e) Blend initial, medial, and final sounds to recognize and read words.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.6 The student will use semantic clues and syntax for support when reading.</p> <p>a) Use words, phrases, and sentences.</p> <p>c) Use information in the story to read words.</p> <p>d) Use knowledge of sentence structure.</p> <p>e) Reread and self-correct.</p> <p>1.7 The student will expand vocabulary and use of word meanings.</p> <p>e) Use vocabulary from other content areas.</p>	<p>writing for capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.</p> <p>b) Begin each sentence with a capital letter and use ending punctuation.</p> <p>c) Use correct spelling for commonly used sight words and phonetically regular words.</p>		<p>yteachers.com/Product/Patriotic-Write-the-Room-202792 Patriotic Mini Book https://www.teacherspayteachers.com/Product/Patriot-Day-Mini-Book-1442324</p> <p><i>American Symbols</i> Reading A-Z https://www.readinga-z.com/books/leveled-books/book/?id=1951&lang=English</p> <p><u>Poems</u></p> <p>Patriotic Poems http://www.poetpatriot.com/poems-rhy.liberty.htm#LibertyRing</p> <p><u>Multimedia</u></p> <p>American Flag video https://www.youtube.com/watch?v=Xc1tasiKf0w</p> <p>Patriotic Song https://www.youtube.com/watch?v=oex3j_9AhGA</p>	
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	<p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>f) Identify characters, setting, and important events.</p> <p>h) Identify theme.</p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>g) Identify the main idea.</p> <p>1.9i/1.10h) Read and reread familiar stories, poems and a variety of nonfiction texts with fluency, accuracy, and meaningful expression.</p>				
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Week 9 - Review and assess

VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

Standard Introduction Level	Symbo
The skill has not been introduced.	I
The skill is introduced and appears in the grade-level reading standards.	-
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	I
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Strand: Communication and Multimodal Literacies

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P

Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I
Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P

Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify persuasive/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P

Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P
Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P

Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P
Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	I	P	P	P

Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository, technical, and persuasive texts.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P

Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P
Compose thesis statements for expository and persuasive writing.	-	-	-	-	-	-	I	I	I	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P

Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	-	I	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P

Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P

Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Synthesize information from multiple sources.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P	
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P	
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P	
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P	
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P	
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P	
Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	I	P	
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	P	