

## English Language Arts Scope and Sequence: First Grade

**Overarching Theme:** Character

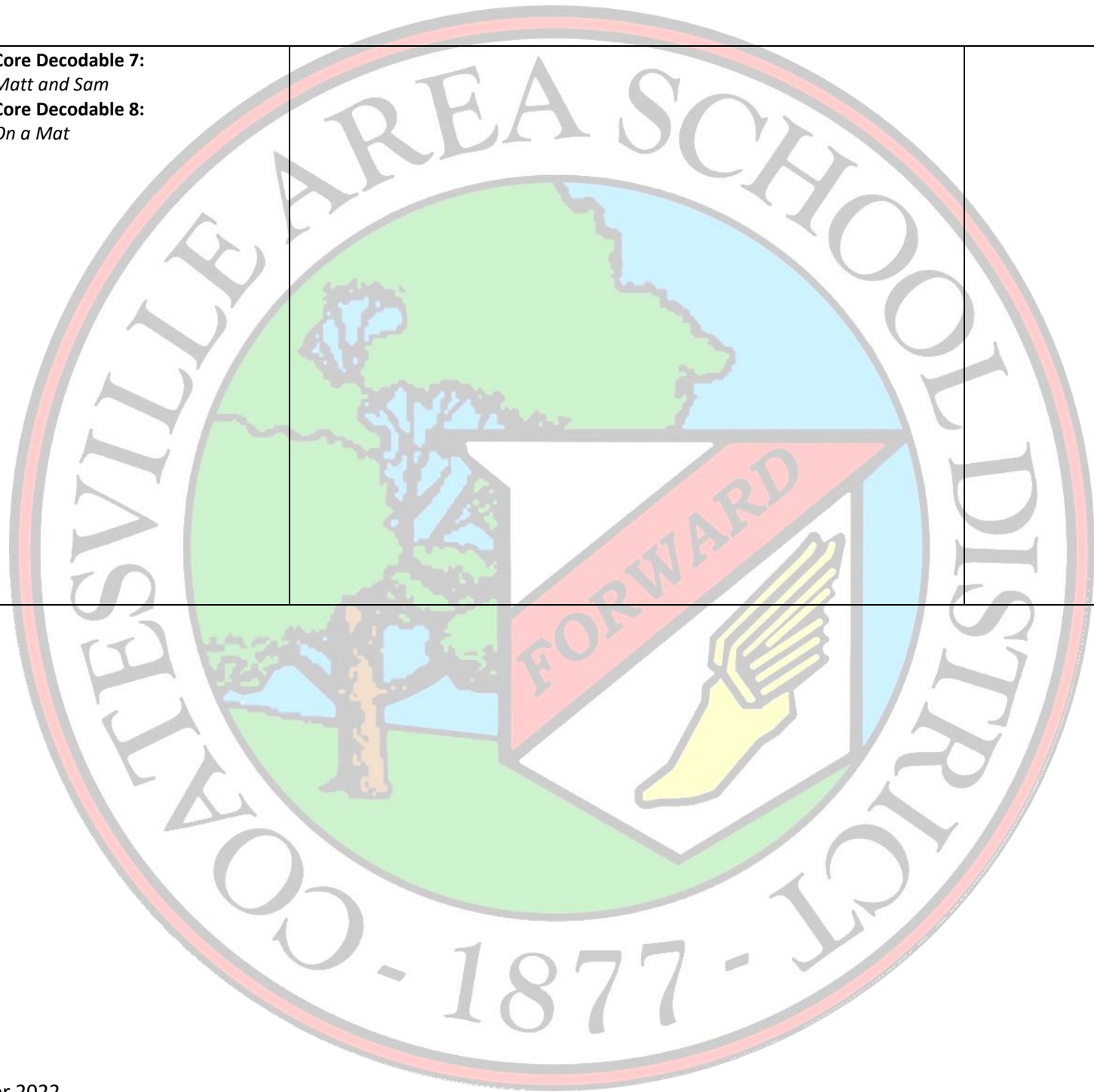
**Unit 1:** Back to School

**Big Idea related to the theme:** *Why do we go to school?*

*See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.*

	Foundational Skills	Reading and Responding	Language Arts
<b>Lesson 1:</b>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Rhyming                      “Apples and Bananas” <b>Phoneme Segmentation:</b> Initial Consonant Sounds  <b>Phoneme Blending:</b> Initial Consonant Sounds  <b>Phoneme Segmentation:</b> Initial Consonant Restoration  <b>Warm Up:</b> Listening for /m/ &amp; /s/  <b>Phoneme Blending:</b> Final Consonant Sounds  <b>Phoneme Segmentation:</b> Final Consonant Restoration <b>Listening for /a/ and /ā/</b></p> <p><b><u>Phonics and Decoding:</u></b>                      /s/ spelled s                      /m/ spelled m                      /a/ spelled a                      /t/ spelled t and tt                      Review</p> <p><b><u>High Frequency Words:</u></b>  <i>can, on, am, and</i></p> <p><b><u>Fluency:</u></b>  <b>Core Pre-Decodable 5:</b>  <i>I Can See</i>  <b>Core Decodable 6:</b>  <i>Sam, Sam, Sam</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>First Day Jitters</i>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> Why might someone feel nervous on the first day of school?</p> <p><b>First Grade Stinks!</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> Why do the things we do at school change each year?</p> <p><b>The First Day of First Grade</b>  <b>Genre:</b> Poem  <b>Essential Question:</b> What do you look forward to doing at school each day?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategy</b>                      • Making Connections  <b>Access Complex Text</b>                      • Compare and Contrast  <b>Writer’s Craft</b>                      • Story Elements: Character                      • Genre Knowledge</p> <p><b><u>Vocabulary</u></b>                      Jitters, besides, act, too, stinks, rather, again, fair, minute, poor</p> <p><b><u>Inquiry/Research</u></b>                      Generate Ideas</p>	<p><b><u>Writing:</u></b>  <b>Writing about Me</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>                      Letter, Word, Sentence                      Writing Left to Right, Top to Bottom</p>

**Core Decodable 7:**  
*Matt and Sam*  
**Core Decodable 8:**  
*On a Mat*



<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> I Spy Game <b>Phoneme Substitution:</b> Initial Consonants  <b>Phoneme Segmentation:</b> Final Consonant Sounds  <b>Warm Up:</b> Rhyming  <b>Warm Up:</b> Initial Consonant Review  <b>Warm Up:</b> Listening for /d/ and /n/  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Segmentation:</b> Final Consonant Restoration  <b>Warm Up:</b> Initial Consonant Substitution  <b>Listening for /i/ and /i/</b></p> <p><b><u>Phonics and Decoding:</u></b>  /d/ spelled d  /n/ spelled n  /i/ spelled i  /h/ spelled h  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>did, it, had, him, said, in</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 9:</b> <i>Dad Sat Core</i>  <b>Decodable 10:</b> <i>Ants Core</i>  <b>Decodable 11:</b> <i>Sit</i>  <b>Core Decodable 12:</b> <i>A Hint Core</i>  <b>Decodable 13:</b> <i>Mints</i></p>	<p><b><u>Selection:</u></b>  <b>A New Friend at School</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> Why is helping a new student a responsible thing to do?</p> <p><b>The Plant Monitor</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Questions:</b> What kinds of jobs do you do to help in your classroom?</p> <p><b>Why is helping in your classroom important? Story Time</b>  <b>Genre:</b> Poem  <b>Essential Question:</b> Why is it important to use good listening skills at school?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Predicting Access Complex Text</li> <li>• Sequence</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Setting</li> <li>• Author's Purpose</li> </ul> <p><b><u>Vocabulary</u></b>  Around, tour, confusing, introduce, trace, monitor, pleased, careful, enough</p> <p><b><u>Inquiry/Research</u></b>  Collecting Information</p>	<p><b><u>Writing:</u></b>  <b>Writing Autobiographies</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Common and Proper Nouns</p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Rhyming  <b>Phoneme Blending Story</b>  <b>Phoneme Segmentation:</b> Final Consonant Restoration  <b>Warm Up:</b> I Spy Game  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Blending:</b> The Consonant Riddle Game  <b>Phoneme Segmentation:</b> Final Consonant Sounds  <b>Phoneme Blending Story Warm Up:</b> Consonant Riddle Game  <b>Listening for /o/ and /ō/</b>  <b>Phoneme Segmentation:</b> Medial-Vowel Sounds</p> <p><b>Phonics and Decoding:</b>  /p/ spelled p  /l/ spelled l and ll  /o/ spelled o  /b/ spelled b  Review</p> <p><b>High Frequency Words:</b>  <i>has, at</i></p> <p><b>Fluency:</b>  <b>Core Decodable 14:</b> <i>Pat's Map</i>  <b>Core Decodable 15:</b> <i>Lin and Hal</i>  <b>Core Decodable 16:</b> <i>A Spot</i>  <b>Core Decodable 17:</b> <i>Bob at Bat</i>  <b>Core Decodable 18:</b> <i>Bill</i></p>	<p><b>Selection:</b>  <b>The Little School Bus</b>  <b>Genre:</b> Rhyming Fiction  <b>Essential Questions:</b> Have you ever ridden in a school bus? What did you like about it?</p> <p><b>What Will I Be?</b>  <b>Genre:</b> Photo Essay  <b>Essential Question:</b> What type of job would you like to have someday?</p> <p><b>We Couldn't Wait</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What do you like to learn at school?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Compare and Contrast</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use</li> <li>• Genre Knowledge</li> </ul> <p><b>Vocabulary</b>  Squirm, during, when, explore, knowledge, create, manage, active</p> <p><b>Inquiry/Research</b>  Confirming or Revising Predictions  Share Presentations</p>	<p><b>Writing:</b>  <b>Writing Autobiographies</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Singular and Plural Nouns</p>
<p><b>Overarching Theme:</b> Character  <b>Unit 2:</b> Be My Friend  <b>Big Idea related to the theme:</b> <i>What does it take to be a good friend?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i></p>			
	<p><b>Foundational Skills</b></p>	<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> “Apples and Bananas”  <b>Phoneme Blending:</b> Consonant Blends  <b>Phoneme Blending Story</b>  <b>Warm Up:</b> Sound/Spelling Chain Game  <b>Warm Up:</b> Consonant Riddle Game  <b>Warm Up:</b> “Did You Ever?” Song  <b>Warm Up:</b> Rhyme Stew  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Rhyming  <b>Phoneme Segmentation:</b> Counting Phonemes in Words</p> <p><b><u>Phonics and Decoding:</u></b>  /k/ spelled c  /aw/ spelled al and all  /k/ spelled k and ck  /r/ spelled r  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>call</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 19:</b> <i>Nat’s Cap</i>  <b>Core Decodable 20:</b> <i>At the Mall</i>  <b>Core Decodable 21:</b> <i>Picnic</i>  <b>Core Decodable 22:</b> <i>Rick and Rob</i>  <b>Core Decodable 23:</b> <i>Cal and Kip</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>Molto’s Dream</i>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> Why is sharing an important part of friendship?</p> <p><b>Chicken Chickens Go to School</b>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> How do you make new friends?</p> <p><b>A Friend Can</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What do you like about your friends?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Making Inferences</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Language Use</li> </ul> <p><b><u>Vocabulary</u></b>  Long, hot-air balloon, fine, just, feeling, except, chicken, better, cried, scampered</p> <p><b><u>Inquiry/Research</u></b>  Generate Ideas</p>	<p><b><u>Writing:</u></b>  <b>Writing a Description</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Adjectives</p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Phoneme Segmentation:</b> Counting Phonemes in Words  <b>Warm Up:</b> Phoneme Blending  <b>Warm Up:</b> Rhyming  <b>Warm Up:</b> I Spy Game  <b>Phoneme Deletion:</b> Initial Consonants  <b>Warm Up:</b> “Did You Ever?” Song  <b>Phoneme Substitution:</b> Final Consonant Sounds</p> <p><b><u>Phonics and Decoding:</u></b>  /f/ spelled f and ff  /s/ spelled ss  /g/ spelled g  /j/ spelled j  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>look, was, what, got, big, all, if</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 24:</b> <i>Bobcat Core</i>  <b>Decodable 25:</b> <i>Pat’s Class Trip</i>  <b>Core Decodable 26:</b> <i>Rag Bits Core</i>  <b>Decodable 27:</b> <i>A Jog in Fog</i>  <b>Core Decodable 28:</b> <i>A Cap Fan</i></p>	<p><b><u>Selection:</u></b>  <b>My Two Best Friends</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> How can you be a good friend to more than one person at a time?</p> <p><b>Friends Find Solutions</b>  <b>Genre:</b> Opinion, Persuasive Writing  <b>Essential Question:</b> How would you resolve a disagreement with a friend?</p> <p><b>We Could Be Friends</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What do you like to do with your friends?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Making Inferences</li> <li>• Fact and Opinion</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Text Features</li> </ul> <p><b><u>Vocabulary</u></b>  Company, glanced, disagree, situations, tough, lend, suggests, solution</p> <p><b><u>Inquiry/Research</u></b>  Choosing a Question  Collecting Information</p>	<p><b><u>Writing:</u></b>  <b>Writing a Narrative</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Possessive Nouns</p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Rhyming  <b>Warm Up:</b> Sound/Spelling Card Review  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Phoneme Segmentation:</b> Final Consonant Sounds  <b>Warm Up:</b> Sound/Spelling Chain Game  <b>Warm Up:</b> Blending Phonemes  <b>Phoneme Blending:</b> Consonant Sounds  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Consonant Riddle Game  <b>Identifying Initial Sounds</b>  <b>Phoneme Segmentation:</b> Medial Vowels  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Segmentation:</b> Initial Consonant Blends  <b>Warm Up:</b> I Spy Game  <b>Listening for /u/ and /ū/</b></p> <p><b><u>Phonics and Decoding:</u></b>  /j/ spelled ■dge  /u/ spelled u  /z/ spelled z and zz  /z/ spelled _s  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>to, get, ask, of, as, he, his, just</i></p> <p><b><u>Fluency:</u></b></p>	<p><b><u>Selection:</u></b>  <b>No Wolves Allowed</b>  <b>Genre:</b> Fable  <b>Essential Question:</b> What can others teach you about friendship?</p> <p><b>Far Away Friends</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How can you keep in touch with a friend who lives far away?</p> <p><b>Best Friend</b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> How can an animal be your friend? How can you be a friend to animals?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Asking and Answering Questions</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Main Idea and Details</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Plot</li> <li>• Point of View</li> </ul> <p><b><u>Vocabulary</u></b>  stormed, solve, conflict, neighborhood, foreign, customs, differ, access</p> <p><b><u>Inquiry/Research</u></b>  Finalizing Projects  Share Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing a Narrative</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Revising with a Partner</li> <li>• Editing and Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Action Verbs  Action Verbs and Helping Verbs</p>
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**Core Decodable 29:** *Jack's Job*  
**Core Decodable 30:** *Plum Pond*  
**Core Decodable 31:** *Buzz and Zip*  
**Core Decodable 32:** *Hills of Fuzz*  
**Core Decodable 33:** *Rock and Jazz*

**Overarching Theme:** Changes

**Unit 3:** Science Cycles

**Big Idea related to the theme:** *What is a cycle?*

*See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.*

**Foundational Skills**

**Reading and Responding**

**Language Arts**



<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Sound/Spelling Review  <b>Warm Up:</b> Rhyme Stew <b>Phoneme Segmentation:</b> Counting Phonemes in Words <b>Warm Up:</b> Rhyming  <b>Warm Up:</b> Word Families  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Consonant Riddle Games  <b>Listening for /e/ and /ē/</b>  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Segmentation:</b> Initial Consonant Sounds  <b>Phoneme Segmentation:</b> Initial Sounds in Consonant Blends</p> <p><b><u>Phonics and Decoding:</u></b>  /ks/ spelled ■x  /e/ spelled e  /ed/ and /d/ spelled -ed  /t/ spelled -ed  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>down, its, red, help, six,</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 34:</b> <i>Max and Sam</i>  <b>Core Decodable 35:</b> <i>A Red Fox</i>  <b>Core Decodable 36:</b> <i>The Glass</i>  <b>Core Decodable 37:</b> <i>Best Mom</i>  <b>Core Decodable 38:</b> <i>Fix a Truck</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>The Reason for Four Seasons</i>  <b>Genre:</b> Myth  <b>Essential Question:</b> What changes do you see when the seasons change?</p> <p><b>Time is When</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> What measurements of time can you think of?</p> <p><b>The Months</b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> What is your favorite time of year? Why do you like it?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Visualizing</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Main Idea and Details</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Author's Purpose</li> <li>• Language Use</li> <li>• Point of View</li> </ul> <p><b><u>Vocabulary</u></b>  <i>ripened, bundle, before, hour, through, calendar, midnight, season, bloom, ahead</i></p> <p><b><u>Inquiry/Research</u></b>  Generate Ideas and Questions</p>	<p><b><u>Writing:</u></b>  <b>Writing a Description</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Simple Sentences</p>
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<p><b>Lesson 2:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Final /s/ and /z/ spelled s  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Warm Up:</b> Sound/Spelling Review  <b>Listening for /e/ and /ē/</b>  <b>Phoneme Segmentation:</b> Initial Consonant Sounds  <b>Warm Up:</b> Sound/Spelling Chain Game  <b>Phoneme Blending:</b> Consonant Blends  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Substitution:</b> Initial Consonants</p> <p><b>Phonics and Decoding:</b>  /e/ spelled _ea_  /sh/ spelled sh  /th/ spelled th  /ch/ spelled ch and ■tch Review</p> <p><b>High Frequency Words:</b>  <i>then, this, that, jump</i></p> <p><b>Fluency:</b>  <b>Core Decodable 39:</b> <i>Ted's List</i> <b>Core Decodable 40:</b> <i>Trish's Ship</i> <b>Core Decodable 41:</b> <i>Beth Gets a Snack</i> <b>Core Decodable 42:</b> <i>Mitch on a Ranch</i> <b>Core Decodable 43:</b> <i>Ball Camp</i></p>	<p><b>Selection:</b>  <b>Jake's Tree</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> What changes in nature can you see?</p> <p><b>Journey of a Raindrop</b>  <b>Genre:</b> Narrative Nonfiction  <b>Essential Question:</b> What happens to water after it rains?</p> <p><b>Spring Rain</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> Why is springtime rain important for nature?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Predicting</li> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Making Inferences</li> <li>• Compare and Contrast</li> <li>• Cause and Effect</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Setting</li> <li>• Story Elements: Character</li> <li>• Genre Knowledge</li> <li>• Author's Purpose</li> <li>• Point of View</li> </ul> <p><b>Vocabulary</b>  studied, covered, shook, melted, bud, along, cycle, evaporate</p> <p><b>Inquiry/Research</b>  Generating Ideas and Choosing a Question  Collecting Information</p>	<p><b>Writing:</b>  <b>Writing Descriptions</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Declarative Sentences</p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Which Doesn't Belong?  <b>Phoneme Substitution:</b> Initial Consonants  <b>Phoneme Substitution:</b> Final Consonants  <b>Warm Up:</b> Sound/Spelling Review  <b>Warm Up:</b> Word Families  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Warm Up:</b> I Spy  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Blending:</b> Consonant Blends</p> <p><b><u>Phonics and Decoding:</u></b>  /or/ spelled or and ore  /ar/ spelled ar  /w/ spelled w_  /w/ spelled wh_  Review</p> <p><b><u>High Frequency Words:</u></b>  for, out, little, went, will, when, are</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 44:</b> <i>At a Port</i> <b>Core Decodable 45:</b> <i>In a Jar</i> <b>Core Decodable 46:</b> <i>Wes Gets Wet</i>  <b>Core Decodable 47:</b> <i>The Whiz</i> <b>Core Decodable 48:</b> <i>A Spark in the Dark</i></p>	<p><b><u>Selection:</u></b>  <b>From Seed to Flower</b>  <b>Genre:</b> Explanatory Text  <b>Essential Question:</b> What changes do you see when watching a flower grow?</p> <p><b>Insects Grow and Change</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> How do animals change as they grow older?</p> <p><b>Cycles of Life</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How do living things change as they grow?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> <li>• Making Connections</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Sequence</li> <li>• Compare and Contrast</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Author's Purpose</li> <li>• Genre Knowledge</li> <li>• Language Use</li> </ul> <p><b><u>Vocabulary</u></b>  plant, plenty, soil, sprout, change, stage, shed</p> <p><b><u>Inquiry/Research</u></b>  Confirming and Revising Conjectures  Presenting Investigations</p>	<p><b><u>Writing:</u></b>  <b>Writing a Description</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Interrogative Sentences</p>
<p><b>Overarching Theme:</b> Changes  <b>Unit 4:</b> Light and Sound  <b>Big Idea related to the theme:</b> <i>How do you experience light and sound?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i></p>			
	<p><b>Foundational Skills</b></p>	<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

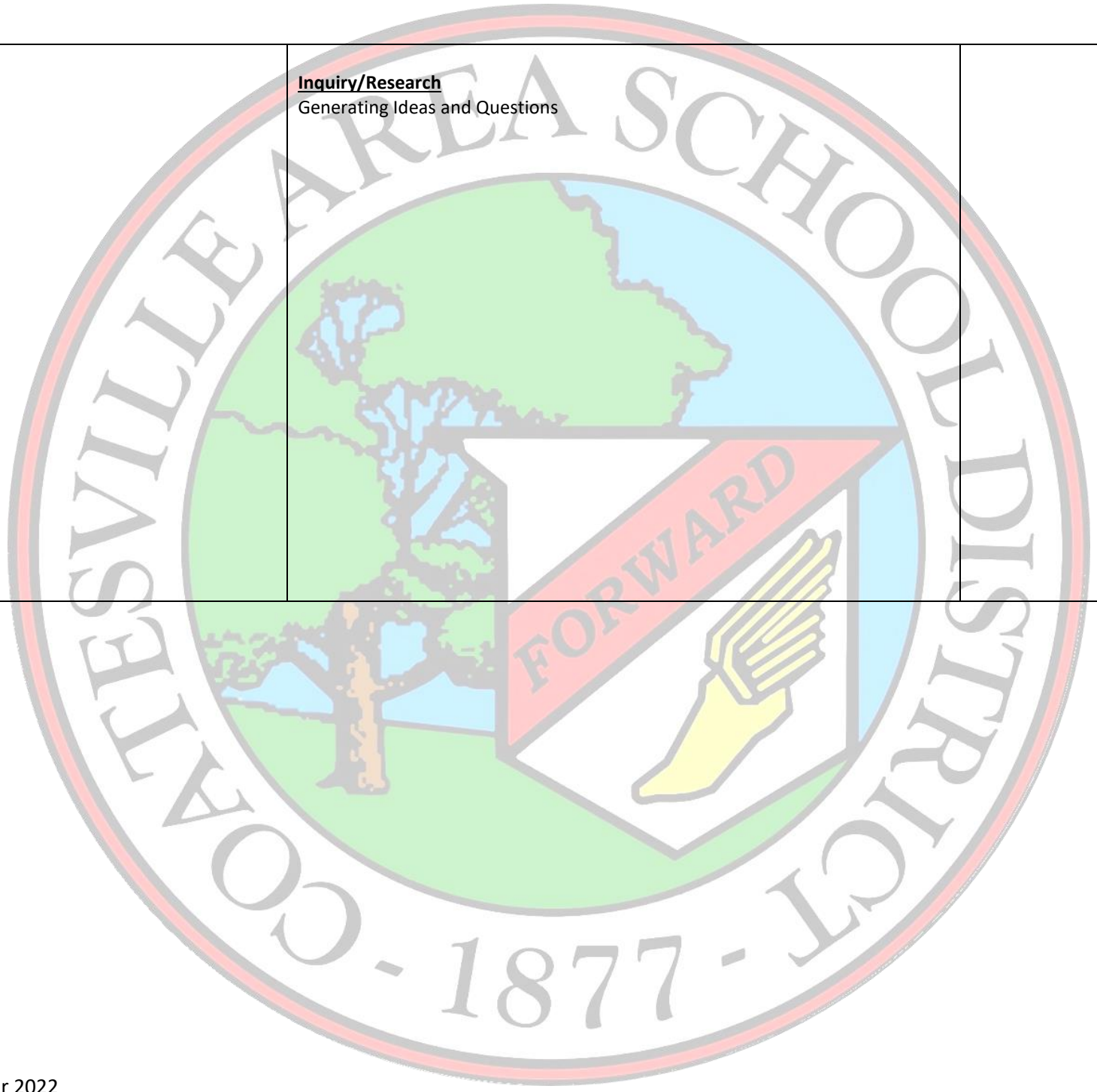
<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Sound/Spelling Review  <b>Phoneme Segmentation:</b>  Individual Sounds  <b>Warm Up:</b> Phoneme Blending Review  <b>Warm Up:</b> Which Doesn't Belong?  <b>Warm Up:</b> Rhyming  <b>Warm Up:</b> Consonant Riddle Game  <b>Listening for /ar/ and /er/ Warm Up:</b> Quick Change Game  <b>Phoneme Segmentation:</b> Medial Vowels</p> <p><b><u>Phonics and Decoding:</u></b>  /er/ spelled er and ir  /er/ spelled ur  /er/ spelled ear  /ng/ spelled ng  Review</p> <p><b><u>High Frequency Words:</u></b>  Girl, her, with, any, from, like, water, but, do, long, my, no, where</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 49:</b> <i>Bird Shirts</i>  <b>Core Decodable 50:</b> <i>A Blur with Fur</i>  <b>Core Decodable 51:</b> <i>Earnest's Search</i>  <b>Core Decodable 52:</b> <i>Big Bing</i>  <b>Core Decodable 53:</b> <i>Purple</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>Peter Pan</i>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> When have you seen your shadow?</p> <p><b><u>Me and My Shadow</u></b>  <b>Genre:</b> Informational Text  <b>Essential Questions:</b> Where have you seen a shadow? When do you see your shadow?</p> <p><b><u>The Sun and The Star</u></b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> How does the movement of the Sun affect our day? Why don't we always see the Sun? How are stars similar to the Sun? How are they different?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Compare and Contrast</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Author's Purpose</li> <li>• Language Use</li> <li>• Genre Knowledge</li> </ul> <p><b><u>Vocabulary</u></b>  bowed, sewn, shadow, where, light, something, instead, different, really, constant</p> <p><b><u>Inquiry/Research</u></b>  Inquiry  Whole-Group Time</p>	<p><b><u>Writing:</u></b>  <b>Writing a Description</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> <li>• Presenting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Declarative, Interrogative, and Exclamatory Sentences</p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Word Families  <b>Phoneme Segmentation:</b> Initial Consonant Sounds  <b>Warm Up:</b> Quick Change Game  <b>Warm Up:</b> Silly Sentences <b>Warm Up:</b> Which Doesn't Belong?  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Warm Up:</b> Review Long-Vowel Sounds  <b>"Apples and Bananas" Phoneme Segmentation:</b> Final Consonant Sounds</p> <p><b><u>Phonics and Decoding:</u></b>  Schwa /ɪ/ spelled -al, -el, -il, and -le  /nk/ spelled nk  /kw/ spelled qu_ Review</p> <p><b><u>High Frequency Words:</u></b>  <i>an, they, she</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 54:</b> <i>The Children Get a Rabbit</i>  <b>Core Decodable 55:</b> <i>Pump and Pedal</i>  <b>Core Decodable 56:</b> <i>In the Tank</i>  <b>Core Decodable 57:</b> <i>Quick Quin</i>  <b>Core Decodable 58:</b> <i>King Frank</i></p>	<p><b><u>Selection:</u></b>  <b>Watching the Moon</b>  <b>Genre:</b> Informational Text  <b>Essential Questions:</b> When do you see the Moon? Is it always in the same place?</p> <p><b>Ben's Bright Idea</b>  <b>Genre:</b> Historical Fiction  <b>Essential Question:</b> How can observations lead to new discoveries?</p> <p><b>Flicker, Flash, Ka-boom!</b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> What kind of sounds have you heard during a thunderstorm? How did they make you feel?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> <li>• Predicting</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Sequence</li> <li>• Cause and Effect</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Point of View</li> <li>• Story Elements: Plot</li> <li>• Story Elements: Setting</li> </ul> <p><b><u>Vocabulary</u></b>  <i>position, continues, phases, idea, invent, experiment, cause, finally</i></p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Writing Instructions</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Imperative Sentences</p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Rhyming  <b>Warm Up:</b> Sound/Spelling Chain Game  <b>Phoneme Segmentation:</b>  Individual Sounds  <b>Warm Up:</b> Sound/Spelling Review  <b>Warm Up:</b> Consonant Riddle Game  <b>Warm Up:</b> Quick Change Game  <b>Phoneme Blending:</b> Initial Consonants  <b>Warm Up:</b> Which Doesn't Belong?  <b>Warm Up:</b> Silly Sentences  <b>Listening for /ā/ and /a/</b></p> <p><b><u>Phonics and Decoding:</u></b>  /y/ spelled y  /v/ spelled v  /ā/ spelled a and a_e  Review</p> <p><b><u>High Frequency Words:</u></b>  yes, were</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 59:</b> <i>Beth's Yak</i>  <b>Core Decodable 60:</b> <i>Seven Pals</i>  <b>Core Decodable 61:</b> <i>April's Bake Shop</i>  <b>Core Decodable 62:</b> <i>Tab</i></p>	<p><b><u>Selection:</u></b>  <b>Just Listen</b>  <b>Genre:</b> Informational Text  <b>Essential Questions:</b> What sounds do you hear outside? What sounds do you hear inside?</p> <p><b>The Tale of Lightning and Thunder</b>  <b>Genre:</b> Myth  <b>Essential Question:</b> How does this author use his imagination to describe lightning and thunder?</p> <p><b>Weather and Onomatopoeia</b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> What sound does rain make? How do other kinds of weather sound the same or different? How do the words in the poem remind you of sounds made by water?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Visualizing</li> <li>• Predicting</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Compare and Contrast</li> <li>• Making Inferences</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Language Use</li> <li>• Story Elements: Character</li> <li>• Story Elements: Plot</li> <li>• Author's Purpose</li> </ul> <p><b><u>Vocabulary</u></b>  sounds, vibrating, signals, bounce, ray, contagious, however, forgot</p> <p><b><u>Inquiry/Research</u></b>  Generating Ideas and Questions  Develop Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing Instructions</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Determiners</p>
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<b>Overarching Theme:</b> Communities <b>Unit 5:</b> Around Our Town <b>Big Idea related to the theme:</b> <i>What places make up a community?</i> <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i>			
	Foundational Skills	Reading and Responding	Language Arts
Lesson 1:	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Rhyme Stew  <b>Warm Up:</b> What's My Word? Game  <b>Phoneme Blending:</b> Final Consonant Sounds  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Quick Change Game  <b>Warm Up:</b> Sound Review  <b>Warm Up:</b> Which Doesn't Belong?</p> <p><b>Phonics and Decoding:</b>  /i/ spelled i and i_e  /s/ spelled ce and ci_  /j/ spelled ge and gi_  Review</p> <p><b>High Frequency Words:</b>  <i>ride, walk, we, well, make, them, you, go, after</i></p> <p><b>Fluency:</b>  <b>Core Decodable 63:</b> <i>A Mess</i>  <b>Core Decodable 64:</b> <i>Grace and Vince</i>  <b>Core Decodable 65:</b> <i>Ginger and Gem</i>  <b>Core Decodable 66:</b> <i>Riding in Gem Park</i></p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>A New Town</i>  <b>Genre:</b> Realistic Fiction  <b>Essential Questions:</b> Why do families move to a new community? What can people do to learn more about a new place?</p> <p><b>City Life and Town Life</b>  <b>Genre:</b> Informational Text  <b>Essential Questions:</b> How is living in a city different from living in a small town? How is it the same?</p> <p><b>Wake Up!</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How are mornings different in the city than in the country?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> <li>• Making Connections</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Main Idea and Details</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Author's Purpose</li> <li>• Language Use</li> <li>• Point of View</li> </ul> <p><b>Vocabulary</b>  grumpy, repair, types, fewer, citizens, facilities, recreation, commute, hectic, common</p>	<p><b>Writing:</b>  <b>Writing an Opinion Statement</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Capitalizing Names of People and Proper Nouns</p>

		<p><b><u>Inquiry/Research</u></b> Generating Ideas and Questions</p>	
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<p><b>Lesson 2:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Sound/Spelling Card Review  <b>Phoneme Substitution:</b> Initial Consonant Sounds  <b>Warm Up:</b> Rhyme Stew  <b>Warm Up:</b> Silly Sentences <b>Warm Up:</b> Find a Word Game <b>Warm Up:</b> How Do You Spell? Game  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Quick Change Game  <b>Warm Up:</b> Consonant Riddle Game  <b>Phoneme Substitution:</b> Final Consonant Sounds</p> <p><b>Phonics and Decoding:</b>  /ō/ spelled o and o_e  /ū/ spelled u and u_e  Review</p> <p><b>High Frequency Words:</b>  over</p> <p><b>Fluency:</b>  <b>Core Decodable 67:</b> <i>Frozen Core</i>  <b>Decodable 68:</b> <i>Muse the Mule</i>  <b>Core Decodable 69:</b> <i>A Better Mule</i></p>	<p><b>Selection:</b>  <b>Places in Our Community</b>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> What kinds of places can you find on a map?</p> <p><b>Sam’s Map</b>  <b>Genre:</b> Realistic Fiction LEXILE® 430L  <b>Essential Questions:</b> How does Sam use a community map? How does it help her?</p> <p><b>On the Globe</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What do the colors and shapes we see on a globe represent?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Summarizing</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Fact and Opinion</li> <li>• Making Inferences</li> <li>• Sequence</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Author’s Purpose</li> <li>• Text Features</li> <li>• Story Elements: Character</li> <li>• Language Use</li> </ul> <p><b>Vocabulary</b>  borrow, symbols, compass, practice, borders, vist, arrive, sketched</p> <p><b>Inquiry/Research</b>  Collect Information</p>	<p><b>Writing:</b>  <b>Writing a Persuasive Poster</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Capitalizing Days and Months and Using Commas in Dates</p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Sound/Spelling Card Review  <b>Warm Up:</b> How Do You Spell? Game  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Warm Up:</b> What's My Word? Game  <b>Warm Up:</b> Who Am I? Game  <b>Warm Up:</b> Word Families  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Which Doesn't Belong? Game</p> <p><b><u>Phonics and Decoding:</u></b>  /ē/ spelled e and e_e  /ē/ spelled ee  /ē/ spelled ea  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>or, two, be, green, take</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 70:</b> <i>A Zebra Core</i>  <b>Decodable 71:</b> <i>Summer Heat</i>  <b>Core Decodable 72:</b> <i>Green River</i></p>	<p><b><u>Selection:</u></b>  <b>The Zoo Trip</b>  <b>Genre:</b> Realistic Fiction LEXILE® 380L  <b>Essential Question:</b> How could a map be useful at a zoo?</p> <p><b>Inside the Fire Station</b>  <b>Genre:</b> Photo Essay LEXILE® 420L  <b>Essential Question:</b> What do firefighters do at a fire station?</p> <p><b>At the Library</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> How can reading take you to another place?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Visualizing</li> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Making Inferences</li> <li>• Sequence</li> <li>• Fact and Opinion</li> <li>• Main Idea and Details</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Plot</li> <li>• Story Elements: Setting</li> <li>• Genre Knowledge</li> <li>• Point of View</li> </ul> <p><b><u>Vocabulary</u></b>  local, worried, spread, enjoyed, fight, station, check, equipment</p> <p><b><u>Inquiry/Research</u></b>  Develop Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing a Persuasive Poster</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing / Proofreading</li> <li>• Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Using Commas and Plural Nouns</p>
<p><b>Overarching Theme:</b> Communities  <b>Unit 6:</b> Around Our World  <b>Big Idea related to the theme:</b> <i>How are the communities around the world similar and different?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i></p>			
	<p><b>Foundational Skills</b></p>	<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> What's My Word? Game  <b>Phoneme Segmentation:</b> Medial Vowels  <b>Warm Up:</b> Sound/Spelling Card Review  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Warm Up:</b> Which Doesn't Belong?  <b>Phoneme Segmentation:</b> Initial Consonant Sounds</p> <p><b><u>Phonics and Decoding:</u></b>  /ē/ spelled _y  /ē/ spelled _ie_  /ē/ spelled _ey  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>every, come, going, me, too, here, pretty, some</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 73:</b> <i>A Party for Puppies</i>  <b>Core Decodable 74:</b> <i>Dudley the Donkey</i>  <b>Core Decodable 75:</b> <i>Casey and Maggie</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>Block Party</i>  <b>Genre:</b> Realistic Fiction  <b>Essential Questions:</b> What can we learn by trying foods from other cultures? What kinds of unfamiliar foods would you like to try?</p> <p><b>Be My Neighbor</b>  <b>Genre:</b> Photo Essay  <b>Essential Question:</b> How are neighborhoods around the world similar to and different from each other?</p> <p><b>Neighborhood of Sun</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> Where in your neighborhood can you see examples of different cultures?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Compare and Contrast</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Text Features</li> <li>• Genre Knowledge</li> </ul> <p><b><u>Vocabulary</u></b>  tool, offered, population, remote, climates, transportation, national, responsibilities, counts, cooperation</p> <p><b><u>Inquiry/Research</u></b>  Creating Conjecture  Whole-Group Time</p>	<p><b><u>Writing:</u></b>  <b>Responding to Literature</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Review Simple Sentences and Subject-Verb Agreement</p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Quick Change Game  <b>Phoneme Segmentation:</b> Final Consonant Sounds  <b>Warm Up:</b> Sound/Spelling Card Review  <b>Warm Up:</b> Word Families  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Phoneme Blending Review  <b>Warm Up:</b> Who Am I? Game  <b>Warm Up:</b> Which Doesn't Belong? Game</p> <p><b><u>Phonics and Decoding:</u></b>  /s/ spelled cy  /s/ spelled s, ce, ci_, and cy  /ā/ spelled ai_  /ā/ spelled _ay  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>could, day, way</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 76:</b> <i>A Fancy Jacket</i>  <b>Core Decodable 77:</b> <i>A Gray, Rainy Day</i>  <b>Core Decodable 78:</b> <i>Skating</i></p>	<p><b><u>Selection:</u></b>  <b>Family Roots</b>  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> How do people connect to the heritage of their family?</p> <p><b>Hello, Japan!</b>  <b>Genre:</b> Realistic Fiction LEXILE® 430L  <b>Essential Question:</b> How would your life be different if you moved to Japan?</p> <p><b>Plink, Plink, Plink</b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> How is music the same between cultures? How is it different?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Making Inferences</li> <li>• Classify and Categorize</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Text Features</li> <li>• Language Use</li> </ul> <p><b><u>Vocabulary</u></b>  recipe, memories, originally, probably, dipped, join, instrument, ceremony</p> <p><b><u>Inquiry/Research</u></b>  Collect Information  Develop Presentations</p>	<p><b><u>Writing:</u></b>  <b>Responding to Literature</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Types of Sentences</p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Short-Vowels Review  <b>Warm Up:</b> Quick Change Game  <b>Phoneme Deletion:</b> Initial Consonant Blends  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Segmentation:</b> Initial Consonant Blends  <b>Warm Up:</b> Sound/Spelling Card Review  <b>Warm Up:</b> Which Doesn't Belong?  <b>Phoneme Segmentation:</b> Final Consonant Sounds</p> <p><b><u>Phonics and Decoding:</u></b>  /i/ spelled _igh  /i/ spelled _y  /i/ spelled _ie  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>sleep, don't, came, right</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 79:</b> <i>The Opossum at Night</i>  <b>Core Decodable 80:</b> <i>Why, Bly?</i>  <b>Core Decodable 81:</b> <i>Wait for Me</i></p>	<p><b><u>Selection:</u></b>  <b>A Trip to Peru</b>  <b>Genre:</b> Realistic Fiction LEXILE® 410L  <b>Essential Question:</b> What things or places would you like to see if you visited a different country?</p> <p><b>Let's Go to School!</b>  <b>Genre:</b> Narrative Nonfiction LEXILE® 260L  <b>Essential Question:</b> What do children around the world do during and after school?</p> <p><b>Finding My Place</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What places around the world would you like to explore?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Visualizing</li> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Sequence</li> <li>• Main Idea and Details</li> <li>• Compare and Contrast</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Setting</li> <li>• Story Elements: Plot</li> <li>• Text Features</li> <li>• Author's Purpose</li> <li>• Language Use</li> </ul> <p><b><u>Vocabulary</u></b>  nearly, crops, weave, attraction, uniform, often, herd, attend</p> <p><b><u>Inquiry/Research</u></b>  Collect Information and Develop Presentations  Develop and Deliver Presentations</p>	<p><b><u>Writing:</u></b>  <b>Responding to Literature</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Adverbs</p>
<p><b>Overarching Theme:</b> Life Science  <b>Unit 7:</b> Roots and Seeds</p>			

**Big Idea related to the theme:** *How do the parts of a plant help it to grow?*

*See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.*

	Foundational Skills	Reading and Responding	Language Arts
Lesson 1:	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Long-Vowel Review  <b>Phoneme Segmentation:</b>            Individual Sounds  <b>Warm Up:</b> Listening for /o/ and /ō/  <b>Warm Up:</b> Quick Change Game  <b>Warm Up:</b> Which Doesn't Belong?  <b>Warm Up:</b> Listening for Final Sounds  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Warm Up:</b> Listening for /ū/ and /u/  <b>Listening for Long-Vowel Sounds</b></p> <p><b><u>Phonics and Decoding:</u></b>            /ō/ spelled oa_            /ō/ spelled _ow            /ū/ spelled _ew            /ū/ spelled _ue            Review</p> <p><b><u>High Frequency Words:</u></b>  <i>their, away</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 82:</b> <i>Crow and Goat</i>  <b>Core Decodable 83:</b> <i>Rescue That Cat!</i>  <b>Core Decodable 84:</b> <i>Eat at Joan's</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> Why Every Trees Never Lose Their Leaves  <b>Genre:</b> Myth  <b>Essential Question:</b> What parts of a tree do animals use?</p> <p><b>Plant Life Cycles</b>  <b>Genre:</b> Explanatory Text LEXILE® 480L  <b>Essential Question:</b> How does a plant grow and change throughout its life?</p> <p><b>Dandelion</b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> If you use your imagination, what do dandelions look like to you?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Predicting</li> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Genre Knowledge</li> <li>• Point of View</li> <li>• Language Use</li> </ul> <p><b><u>Vocabulary</u></b>            drawing, eagerly, reproduce, life, cycle, bulb, base, nutrients, carries, factories, decay</p> <p><b><u>Inquiry/Research</u></b>            Create Conjecture            Whole-Group Time</p>	<p><b><u>Writing:</u></b>  <b>Writing an Opinion</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>            Personal Pronouns            Personal and Indefinite Pronouns</p>

<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Rhyme Stew <b>Phoneme Blending:</b> Final Consonant Sounds  <b>Warm Up:</b> Silly Sentences  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Warm Up:</b> I Spy Game <b>Phoneme Substitution:</b> Internal Consonants</p> <p><b><u>Phonics and Decoding:</u></b>  /m/ spelled _mb  /n/ spelled kn_ and gn  /r/ spelled wr_  /f/ spelled ph  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>how, know, want, one, now, saw, old, would</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 85:</b> <i>A Lamb on a Limb</i>  <b>Core Decodable 86:</b> <i>King Knox and His Knight</i>  <b>Core Decodable 87:</b> <i>Little Wren’s Surprise</i>  <b>Core Decodable 88:</b> <i>The Phantom Frog</i>  <b>Core Decodable 89:</b> <i>The Pony Express</i></p>	<p><b><u>Selection:</u></b>  <b>Pond Plants</b>  <b>Genre:</b> Informational Text LEXILE® 420L  <b>Essential Questions:</b> Do all plants need to grow in soil? Where have you seen plants growing?</p> <p><b>Fruits and Vegetables at Work</b>  <b>Genre:</b> Explanatory Text LEXILE® 570L  <b>Essential Question:</b> Why do plants and trees grow vegetables and fruits?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Predicting</li> <li>• Clarifying</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Main Idea and Details</li> <li>• Classify and Categorize</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Author’s Purpose</li> <li>• Language Use</li> </ul> <p><b><u>Vocabulary</u></b>  coating, float, place, structures, survive, store, edible, contain, purpose</p> <p><b><u>Inquiry/Research</u></b>  Collect Information</p>	<p><b><u>Writing:</u></b>  <b>Writing an Opinion</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Publish and Share</li> <li>• Respond to Others’ Writing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Possessive Pronouns</p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Find the Word  <b>Phoneme Blending:</b> Single-Syllable Words  <b>Phoneme Segmentation:</b> Segmenting Words  <b>Warm Up:</b> Consonant Riddle Game  <b>Phoneme Segmentation:</b> Final Consonant Sounds</p> <p><b>Phonics and Decoding:</b>  /oo/ spelled oo  /oo/ spelled u  /oo/ spelled _ue  Review</p> <p><b>High Frequency Words:</b>  blue</p> <p><b>Fluency:</b>  <b>Core Decodable 90:</b> <i>A Cool Balloon</i>  <b>Core Decodable 91:</b> <i>A True Bird</i>  <b>Core Decodable 92:</b> <i>Ants: The True Story</i></p>	<p><b>Selection:</b>  <b>Protective Plants</b>  <b>Genre:</b> Informational Text LEXILE® 700L  <b>Essential Question:</b> Why would plants need to protect themselves?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Making Inferences</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use</li> <li>• Author's Purpose</li> </ul> <p><b>Vocabulary</b>  growth, system, spines, important, layers, harm, respond, defend, digest</p> <p><b>Inquiry/Research</b>  Develop Presentations  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Writing an Opinion</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Adjectives and Adverbs in Sentence Expansion</p>
<p><b>Overarching Theme:</b> Life Science  <b>Unit 8:</b> Animals from Head to Toe  <b>Big Idea related to the theme:</b> <i>Why do animal bodies have different features?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i></p>			
<p><b>Foundational Skills</b></p>		<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>



<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Sound Review  <b>Phoneme Segmentation:</b> Initial Consonant Sounds  <b>Warm Up:</b> Listening for /oo/ and /oo/  <b>Warm Up:</b> Consonant Riddle Game  <b>Phoneme Blending:</b> Single-Syllable Words</p> <p><b><u>Phonics and Decoding:</u></b>  /oo/ spelled _ew  /oo/ spelled u_e  /oo/ spelled oo  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>very, good</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 93:</b> <i>A New Tune</i>  <b>Core Decodable 94:</b> <i>A Good Ride</i>  <b>Core Decodable 95:</b> <i>Mom's Book</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>George Makes Friends</i>  <b>Genre:</b> Fantasy  <b>Essential Question:</b> How do animals' body parts help them in their environments?</p> <p><b>Gecko Toes and Dragonfly Eyes</b>  <b>Genre:</b> Informational Text LEXILE® 530L  <b>Essential Question:</b> How do animals taste, touch, smell, see, or hear?</p> <p><b>The Fable of the Lion and the Mouse</b>  <b>Genre:</b> Fable LEXILE® 390L  <b>Essential Question:</b> How might a small animal help a bigger animal?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Compare and Contrast</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Language Use</li> </ul> <p><b><u>Vocabulary</u></b>  ostrich, shelter, pecks, beak, tie, believe, energy, notes, sensitive, resting</p> <p><b><u>Inquiry/Research</u></b>  Create Conjecture  Whole-Group Time</p>	<p><b><u>Writing:</u></b>  <b>Writing an Opinion</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing and Publishing</li> <li>• Prewriting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Prepositions</p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Find the Word  <b>Phoneme Segmentation:</b> Individual Sounds  <b>Warm Up:</b> Sound/Spelling Review  <b>Phoneme Segmentation:</b> Counting Vowels and Syllables in Words  <b>Warm Up:</b> Which Doesn't Belong?  <b>Warm Up:</b> Consonant Riddle Game  <b>Warm Up:</b> Sound Review <b>Listening for /aw/ and /ow/</b></p> <p><b><u>Phonics and Decoding:</u></b>  /ow/ spelled _ow  /ow/ spelled ou_  /aw/ spelled au_  /aw/ spelled aw  Review</p> <p><b><u>High Frequency Words:</u></b>  <i>brown, about, around, by</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 96:</b> <i>A Clown in Town</i>  <b>Core Decodable 97:</b> <i>Max the Grouch</i>  <b>Core Decodable 98:</b> <i>Paul 's Sauce</i>  <b>Core Decodable 99:</b> <i>Foul Ball!</i></p>	<p><b><u>Selection:</u></b>  <b>Grow, Ladybug, Grow!</b>  Genre: Explanatory Text LEXILE® 690L  <b>Essential Question:</b> What types of physical changes happen as babies grow into adults?</p> <p><b>Just Like My Mother</b>  <b>Genre:</b> Fantasy LEXILE® 390L  <b>Essential Question:</b> In what ways are you similar to the people in your family?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Clarifying</li> <li>• Predicting</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Sequence</li> <li>• Main Idea and Details</li> <li>• Making Inferences</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Genre Knowledge</li> <li>• Story Elements</li> </ul> <p><b><u>Vocabulary</u></b>  pests, harvest, lays, larva, pupa, pale, leap, someday</p> <p><b><u>Inquiry/Research</u></b>  Collect Information  Develop Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing an Opinion</b></p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Revising</li> <li>• Edit and Publish</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Synonyms  Antonyms</p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Distinguish between /oo/ and /oo/  <b>Phoneme Blending:</b> Medial Vowels  <b>Warm Up:</b> Sound/Spelling Review  <b>Phoneme Segmentation:</b> Counting Vowels and Syllables in Words  <b>Warm Up:</b> What Doesn't Belong?  <b>Warm Up:</b> Consonant Riddle Game  <b>Warm Up:</b> Sound Review  <b>Phoneme Segmentation:</b> Individual Sounds</p> <p><b><u>Phonics and Decoding:</u></b>          /aw/ spelled augh          /aw/ spelled ough          /oi/ spelled oi          /oi/ spelled _oy          Review</p> <p><b><u>High Frequency Words:</u></b>          into, boy, before, yellow</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 100:</b> <i>Mr. Daw Thought</i>  <b>Core Decodable 101:</b> <i>Roy and Royal</i>  <b>Core Decodable 102:</b> <i>At Dawn</i></p>	<p><b><u>Selection:</u></b>  <b>How Animals Move</b>  <b>Genre:</b> Photo Essay LEXILE® 630L  <b>Essential Question:</b> Which parts of your body help you move?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Clarifying</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Fact and Opinion</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Genre Knowledge</li> <li>• Language Use</li> </ul> <p><b><u>Vocabulary</u></b>          sleek, scales, propel, webbed, length, sprint, nectar, downy, slither</p> <p><b><u>Inquiry/Research</u></b>          Deliver Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing an Opinion</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Draft</li> <li>• Revise</li> <li>• Editing and Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>          Contractions</p>
<p><b>Overarching Theme:</b> Government  <b>Unit 9:</b> Red, White, and Blue  <b>Big Idea related to the theme:</b> <i>What does it mean to be patriotic?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i></p>			
<p><b>Foundational Skills</b></p>		<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Sound Review  <b>Warm Up:</b> Consonant Riddle Game</p> <p><b><u>Phonics and Decoding:</u></b>  Prefixes un- and dis- Review</p> <p><b><u>High Frequency Words:</u></b>  <i>your</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 103:</b> <i>Mr. Paws Invents</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> Raising the Flag  <b>Genre:</b> Realistic Fiction  <b>Essential Question:</b> Why is it important to respect our flag?</p> <p><b><u>Patriotism</u></b>  <b>Genre:</b> Informational Text LEXILE® 650L  <b>Essential Question:</b> How do you show your respect for the country?</p> <p><b><u>This Land Is Your Land</u></b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> Who is “you and me” in the poem? How is America for everyone?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Summarizing</li> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Main Idea and Details</li> </ul> <p><b>Writer’s Craft</b></p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Text Features</li> <li>• Genre Knowledge</li> </ul> <p><b><u>Vocabulary</u></b>  announcements, treat, patriotism, represent, honor, salute, anthem, environment, operates, exist</p> <p><b><u>Inquiry/Research</u></b>  Generating Ideas and Questions</p>	<p><b><u>Writing:</u></b>  <b>Writing an Informative Summary</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Present- and Past-Tense Verbs</p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Sound Review  <b>Warm Up:</b> Consonant Riddle Game</p> <p><b><u>Phonics and Decoding:</u></b>  Prefixes im-, in, and re- Review</p> <p><b><u>High Frequency Words:</u></b>  <i>n/a</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 104:</b>  <i>Gram and the Kids</i></p>	<p><b><u>Selection:</u></b>  <b>A Center for Everyone</b>  <b>Genre:</b> Realistic Fiction LEXILE® 590L  <b>Essential Question:</b> What suggestions do you have that could improve your community for everyone?</p> <p><b>Veterans:</b> Heroes in our Neighborhood  <b>Genre:</b> Rhyming Fiction LEXILE® 710L  <b>Essential Question:</b> Do you know anyone who has protected our country?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Predicting</li> <li>• Clarifying</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Fact and Opinion</li> <li>• Main Idea and Details</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Plot</li> <li>• Story Elements: Setting</li> <li>• Author's Purpose</li> </ul> <p><b><u>Vocabulary</u></b>  Process, elected, accessible, compromises, veterans, duty, sacrifices, rank</p> <p><b><u>Inquiry/Research</u></b>  Collect Information  Develop Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing an Informative Summary</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Publish</li> <li>• Share</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Past-Tense Verbs  Verbs Ending in -y</p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Phoneme Segmentation  <b>Warm Up:</b> Sound/Spelling Card Review  <b>Warm Up:</b> Listen for /a/ and /ā/  <b>Warm Up:</b> Sound Review  <b>Warm Up:</b> Consonant Riddle Game</p> <p><b>Phonics and Decoding:</b>  /ā/ spelled a, a_e, ai, and _ay; /a/ spelled a  Review</p> <p><b>High Frequency Words:</b>  n/a</p> <p><b>Fluency:</b>  <b>Core Decodable 105:</b>  <i>Garden in the Sky</i></p>	<p><b>Selection:</b>  <b>America is...</b>  <b>Genre:</b> Narrative Nonfiction LEXILE® 650L  <b>Essential Question:</b> What does America mean to you?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Making Inferences</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Language Use</li> </ul> <p><b>Vocabulary</b>  nation, freedom, miners, skyscrapers, glimmer, vast, tribes, horizon</p> <p><b>Inquiry/Research</b>  Develop Presentations  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Writing a Description</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Future-Tense Verbs</p>
<p><b>Overarching Theme:</b> Government  <b>Unit 10:</b> Stars and Stripes  <b>Big Idea related to the theme:</b> <i>What can symbols tell us?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i></p>			
<p><b>Foundational Skills</b></p>		<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> What Am I? Game  <b>Warm Up:</b> Phoneme Segmentation  <b>Warm Up:</b> Quick Change  <b>Warm Up:</b> Listening for /ī/ and /i/  <b>Warm Up:</b> Sound Review <b>Warm Up:</b> Consonant Riddle Game</p> <p><b>Phonics and Decoding:</b>  Review /ī/ spelled i, i_e, _igh, _ie, and _y; /i/ spelled i</p> <p><b>High Frequency Words:</b>  <i>five</i></p> <p><b>Fluency:</b>  <b>Core Decodable 106:</b> <i>Picking Flowers</i></p>	<p><b>Selection:</b>  <b>Read Aloud:</b> <i>Uncle Sam</i>  <b>Genre:</b> Informational Text  <b>Essential Question:</b> When do you see symbols of the United States?</p> <p><b>Our Song and Our Flag</b>  <b>Genre:</b> Informational Text LEXILE® 710L  <b>Essential Question:</b> What symbols do you see in your everyday life?</p> <p><b>The Star-Spangled Banner</b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> Why do we sing our national anthem? Where have you heard it sung?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Summarizing</li> <li>• Making Connections</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Making Inferences</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Author's Purpose</li> <li>• Genre Knowledge</li> </ul> <p><b>Vocabulary</b>  barrels, icon, proud, composed, preserve, fragile, values, banner, fort, spangled</p> <p><b>Inquiry/Research</b>  Generating Ideas and Questions</p>	<p><b>Writing:</b>  <b>Writing a Description</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Sharing</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Conjunctions</p>
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<p><b>Lesson 2:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Sound/Spelling Game</p> <p><b>Phonics and Decoding:</b>  Review /ō/ spelled o, o_e, oa_, and _ow; /o/ spelled o</p> <p><b>High Frequency Words:</b>  <i>n/a</i></p> <p><b>Fluency:</b>  <b>Core Decodable 107:</b> <i>A Farm Visit</i></p>	<p><b>Selection:</b>  <b>The Statue of Liberty</b>  <b>Genre:</b> Informational Text LEXILE® 660L  <b>Essential Question:</b> How does an object become a symbol?</p> <p><b>The Bald Eagle: A Proud Symbol</b>  <b>Genre:</b> Informational Text LEXILE® 620L  <b>Essential Question:</b> Why are symbols used?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Visualizing</li> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Fact and Opinion</li> <li>• Main Idea and Details</li> <li>• Compare and Contrast</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Language Use</li> <li>• Text Features</li> <li>• Author's Purpose</li> </ul> <p><b>Vocabulary</b>  torch, sculptor, model, hosting, shore, immigrants, qualities, humble</p> <p><b>Inquiry/Research</b>  Create Conjecture  Develop Presentations</p>	<p><b>Writing:</b>  <b>Writing a Report</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Conjunctions and Compound Sentences</p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b> n/a</p> <p><b>Phonics and Decoding:</b> Review /ū/ spelled u, u_e, _ew, and _ue; /u/ spelled u</p> <p><b>High Frequency Words:</b> n/a</p> <p><b>Fluency:</b> <b>Core Decodable 108:</b> <i>Mr. Plant Expert</i></p>	<p><b>Selection:</b> <b>Our Trip to Washington, D.C.</b> <b>Genre:</b> Realistic Fiction LEXILE® 570L <b>Essential Question:</b> Why do many symbols of the United States appear in Washington, D.C.?</p> <p><b>Comprehension:</b> Comprehension Strategies</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Summarizing</li> </ul> <p>Access Complex Text</p> <ul style="list-style-type: none"> <li>• Classify and Categorize</li> <li>• Sequence Writer’s Craft</li> <li>• Story Elements: Setting</li> <li>• Story Elements: Plot</li> <li>• Text Features</li> </ul> <p><b>Vocabulary</b> memorial, figure, challenges, equality, monument, archives, vault, declaration</p> <p><b>Inquiry/Research</b> Deliver Presentations</p>	<p><b>Writing:</b> <b>Writing a Report</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> </ul> <p><b>Grammar, Usage, and Mechanics</b> Review Kinds of Sentences</p>
<p><b>Overarching Theme:</b> Creativity  <b>Unit 11:</b> Art for All  <b>Big Idea related to the theme:</b> <i>Who can be an artist?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i></p>			
<p><b>Foundational Skills</b></p>		<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Consonant Riddle Game  <b>Warm Up:</b> Listen for /ē/ and /e/  <b>Warm Up:</b> Sound/Spelling Game  <b>Warm Up:</b> Sound Review  <b>Warm Up:</b> Short and Long</p> <p><b><u>Phonics and Decoding:</u></b>  Review /ē/ spelled e, e_e, ee, ea, _y, _ie_ ; /e/ spelled e and _ea_</p> <p><b><u>High Frequency Words:</u></b>  <i>four, put</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 109:</b> <i>A Family House</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> Cave Paintings; Messages from Long Ago  <b>Genre:</b> Narrative Nonfiction  <b>Essential Question:</b> What stories does your artwork tell about you?</p> <p><b><u>David's Drawings</u></b>  <b>Genre:</b> Realistic Fiction LEXILE® 340L  <b>Essential Questions:</b> Have you worked together with classmates or friends on an art project? What did you learn?</p> <p><b><u>Crayons</u></b>  <b>Genre:</b> Poetry  <b>Essential Question:</b> What colors do you see in the world around you?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Predicting</li> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Story Elements: Plot</li> </ul> <p><b><u>Vocabulary</u></b>  ancient, ground, hung, fresh, shyly, began, cool, sure, grinned, fluffy, fistful, neatly</p> <p><b><u>Inquiry/Research</u></b>  Create Conjectures  Whole-Group Time</p>	<p><b><u>Writing:</u></b>  <b>Writing a Biography</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Review Nouns  Review Verbs</p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Sound Review  <b>Warm Up:</b> Consonant Riddle Game  <b>Warm Up:</b> Sound/Spelling Game</p> <p><b><u>Phonics and Decoding:</u></b>  Review Consonant Digraphs</p> <p><b><u>High Frequency Words:</u></b>  <i>n/a</i></p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 110:</b> <i>Houses</i></p>	<p><b><u>Selection:</u></b>  <b>The Girl in the Red Sweater</b>  <b>Genre:</b> Realistic Fiction LEXILE® 510L  <b>Essential Questions:</b> Have you ever seen realistic art? What made it seem realistic to you?</p> <p><b>The Abstract Cat</b>  <b>Genre:</b> Realistic Fiction LEXILE® 520L  <b>Essential Questions:</b> How is abstract art different from realistic art? How are they similar?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Predicting</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Making Inferences</li> <li>• Fact and Opinion</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Story Elements: Plot</li> <li>• Story Elements: Setting</li> </ul> <p><b><u>Vocabulary</u></b>  studio, gallery, realistic, admire, nearby, squealed, correctly, notice, abstract, focus, canvas</p> <p><b><u>Inquiry/Research</u></b>  Collect Information  Develop Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing a Biography</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Adjectives and Adverbs in Sentence Expansion</p>
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<p><b>Lesson 3:</b></p>	<p><b>Phonological and Phonemic Awareness Skills:</b>  <b>Warm Up:</b> Digraph Riddle Game  <b>Warm Up:</b> Sound Review</p> <p><b>Phonics and Decoding:</b>  Review r-Controlled Vowels</p> <p><b>High Frequency Words:</b>  n/a</p> <p><b>Fluency:</b>  <b>Core Decodable 111:</b> <i>A Summer Home</i></p>	<p><b>Selection:</b>  <b>Henri's Scissors</b>  <b>Genre:</b> Biography LEXILE® 790L  <b>Essential Questions:</b> How was Henri able to continue making art after he stopped painting? In what other ways can people make art?</p> <p><b>Comprehension:</b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Story Elements: Plot</li> </ul> <p><b>Vocabulary</b>  china, contracts, ill, well, remain, seaside, assistants, surrounded, obliged, contented</p> <p><b>Inquiry/Research</b>  Develop Presentations  Deliver Presentations</p>	<p><b>Writing:</b>  <b>Writing a News Story</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b>Grammar, Usage, and Mechanics</b>  Determiners and Pronouns</p>
<p><b>Overarching Theme:</b> Creativity  <b>Unit 12:</b> Art in Motion  <b>Big Idea related to the theme:</b> <i>How can you show your creativity?</i>  <i>See long-term transfer goals, big ideas, essential questions, concepts, and competencies outlined on English Language Arts Curriculum Framework: First Grade.</i></p>			
	<p><b>Foundational Skills</b></p>	<p><b>Reading and Responding</b></p>	<p><b>Language Arts</b></p>

<p><b>Lesson 1:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Short-Vowel Sound/Spelling Review  <b>Warm Up:</b> Consonant Riddle Game  <b>Warm Up:</b> Listening for /oo/ and /oo/  <b>Warm Up:</b> Sound Review</p> <p><b><u>Phonics and Decoding:</u></b>  /oo/ spelled _ew, u_e, _ue, u, and oo; /oo/ spelled oo</p> <p><b><u>High Frequency Words:</u></b>  n/a</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 112:</b> <i>Brave Tony</i></p>	<p><b><u>Selection:</u></b>  <b>Read Aloud:</b> <i>Zin! Zin! Zin! a Violin</i>  <b>Genre:</b> Rhyming Fiction  <b>Essential Questions:</b> What sounds do different instruments make? What instrument would you like to play?</p> <p><b><u>Start Up the Band!</u></b>  <b>Genre:</b> Historical Fiction LEXILE® 350L  <b>Essential Question:</b> How can music bring people together?</p> <p><b><u>Singing-Time and Rock and Roll the Week Away</u></b>  <b>Genre:</b> Poetry  <b>Essential Questions:</b> When do you like to sing? What songs do you sing?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Asking and Answering Questions</li> <li>• Making Connections</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Making Inferences</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Story Elements: Plot</li> </ul> <p><b><u>Vocabulary</u></b>  hesitate, orchestra, jazz, suburb, miles, plunk, funny, performed, ballad, flew, audience, strummed</p> <p><b><u>Inquiry/Research</u></b>  Create Conjecture  Whole-Group Time</p>	<p><b><u>Writing:</u></b>  <b>Writing a News Story</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> <li>• Sharing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Review Capitalization and Commas</p>
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<p><b>Lesson 2:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Consonant Riddle Game  <b>Warm Up:</b> Quick Change  <b>Warm Up:</b> Sound Review</p> <p><b><u>Phonics and Decoding:</u></b>  Review /ow/ spelled ow and ou_; /aw/ spelled aw and au_; /oi/ spelled oi and _oy</p> <p><b><u>High Frequency Words:</u></b>  n/a</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 113:</b> <i>Camping Out</i></p>	<p><b><u>Selection:</u></b>  <b>The Quest for Steps</b>  <b>Genre:</b> Adventure Tale LEXILE® 660L  <b>Essential Question:</b> Why do you think people might dance differently in various places around the world?</p> <p><b>Dance:</b> A Balanced Art  <b>Genre:</b> Explanatory Text LEXILE® 680L  <b>Essential Question:</b> Why is the science of balance important to dance?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Summarizing</li> <li>• Clarifying</li> <li>• Visualizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Sequence</li> <li>• Classify and Categorize</li> <li>• Main Idea and Details</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Plot</li> <li>• Story Elements: Setting</li> <li>• Author's Purpose</li> <li>• Text Features</li> </ul> <p><b><u>Vocabulary</u></b>  quest, scenic, link, innovation, difficult, flip, balance, distribute, center of gravity, exercise</p> <p><b><u>Inquiry/Research</u></b>  Collect Information  Develop Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing a Make-Believe Story</b></p> <ul style="list-style-type: none"> <li>• Prewriting</li> <li>• Drafting</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Review Synonyms and Antonyms  Review Contractions and Prepositions</p>
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<p><b>Lesson 3:</b></p>	<p><b><u>Phonological and Phonemic Awareness Skills:</u></b>  <b>Warm Up:</b> Long-Vowel Game  <b>Warm Up:</b> Sound Review  <b>Warm Up:</b> Consonant Riddle Game</p> <p><b><u>Phonics and Decoding:</u></b>  Word Building: Base Words, Prefixes, and Endings</p> <p><b><u>High Frequency Words:</u></b>  n/a</p> <p><b><u>Fluency:</u></b>  <b>Core Decodable 114:</b> <i>Andy Lee</i></p>	<p><b><u>Selection:</u></b>  <b>Let's Set the Stage!</b>  <b>Genre:</b> Play LEXILE® 680L  <b>Essential Questions:</b> What kinds of jobs are needed to perform a play? What would you like to do if you were involved with a play at school?</p> <p><b><u>Comprehension:</u></b>  <b>Comprehension Strategies</b></p> <ul style="list-style-type: none"> <li>• Making Connections</li> <li>• Summarizing</li> </ul> <p><b>Access Complex Text</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Sequence</li> </ul> <p><b>Writer's Craft</b></p> <ul style="list-style-type: none"> <li>• Story Elements: Character</li> <li>• Story Elements: Setting</li> <li>• Story Elements: Plot</li> </ul> <p><b><u>Vocabulary</u></b>  stage, script, crew, theaters, roles, production, film, rehearse, stomp, deep</p> <p><b><u>Inquiry/Research</u></b>  Develop Presentations  Deliver Presentations</p>	<p><b><u>Writing:</u></b>  <b>Writing a Make-Believe Story</b></p> <ul style="list-style-type: none"> <li>• Revising</li> <li>• Editing</li> <li>• Publishing</li> </ul> <p><b><u>Grammar, Usage, and Mechanics</u></b>  Review Conjunctions and Compound Sentences</p>
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