FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!" **Summer 2013**



Subject Content:Languag	<u>e Arts </u>	le: <u>1</u>
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After being introduced, first grade skills are taught ongoing throughout the year.

- The website http://classroom.jc-schools.net/waltkek/ can be used weekly for access to Spelling Games, Vocabulary, Daily Fix-Its, Parent Newsletters, Internet Support Sites, and much more. This website is linked directly to the Scott Foresman Reading Street Textbook series currently used in Floyd County.
- The website http://www.hopkins.kyschools.us/webpages/amagee/index.cfm is a website that offers a link to "Reading" that gives a PDF version of the reading stories in case students forget their book at school. This website resource also lists "High Frequency Words" for each story and sentences to read.

The following assessments will be beneficial for developing a district-wide consistency in expectation levels for reading at the first grade level. Fluency Checks (words per minute):

Note: These checks are based on Fluency Assessment found in the Scott Foresman Teaching Manuals.

<u>Week</u>	BELOW Level	On-Level	ABOVE Level
5	Below 30	30-40	40-70
10	Below 40	40-50	50-80
15	Below 50	50-60	60-90
20	Below 60	60-70	70-100
25	Below 70	70-80	80-110
30	Below 80	80-90	90-120
35	Below 80	90-100	100+

DOLCH Sight Word Assessment Checks:

(DOLCH sight word lists can be found at http://www.mrsperkins.com/dolch.htm)
Assess 2nd, 3rd, and the list of 95 nouns as enrichment for higher-level students that master 1st grade words before May. The chart below shows ONLY what the average/on-level student should be doing for successful completion of 1st grade.

	<u>Sept.</u>	Nov.	<u>Jan.</u>	<u>Mar.</u>	May
	<u>(Week 7)</u>	(Week 16)	(Week 24)	(Week 30)	(Week 36)
<u>Pre-Primer</u>	100%	100%	100%	100%	100%
(40 words)					
<u>Primer</u>	100%	100%	100%	100%	100%
(52 words)					
1 st Grade	20%	40%	60%	80%	100%
(41 words)					
2 nd Grade	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT
(46 words)	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
3 rd Grade	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT
(41 words)	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
<u>Nouns</u>	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT	ENRICHMENT
(95 words)	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT

AR Progress Chart:

	Below Average	Average	Above Average
Week 7	0-5 points	5-20 points	20+ points
Week 16	0-10 points	20-40 points	40+ points
Week 24	0-20 points	30-50 points	50+ points
Week 30	0-25 points	40-60 points	60+ points
Week 36	0-25 points	50-100 points	100+ points

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic Foundations & Literary	Unit/Topic Language & Literary/Informational
Foundations & Literary	Language & Literary/Informational
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS
L.1.1 (a). Print all upper and lower case letters.	SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small groups.
RF.1.2 (a). Distinguish long from short vowel sound in spoken single syllable	
words.	L.1.1 (c). Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.)
RL.1.1. Ask and answer questions about key details in a text.	RI.1.2. Identify the main topic and key details of a text.
RL.1.9. Compare and contrast the adventures and experiences of characters in	
stories (realism and fantasy).	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RF.1.1. Demonstrate understanding of the organization and basic features of	
print.	RF.1.3 (f). Read words with reflected endings.
RF.1.1 (a). Recognize the distinguishing features of a sentence. (e.g., first word capitalization, ending punctuation).	RL1.2. Retell stories, including key details and demonstrate understanding of their central message of lesson.
RL.1.3. Describe characters, settings and major events in a story using key details.	RI.1.10. With prompting and support read informational texts appropriate for grade 1.
details.	grade 1.
RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.	RF.1.2 (b). Orally produce single syllable words by blending sounds including consonant blends.
RF.1.2 (c). Isolate and pronounce initial, medial vowels and final sounds (phonemes) in spoken single syllable words.	SL.1.1 (c). Produce complete sentences when appropriate to task and situation.
	L.1.1. Demonstrate command of the conventions of standard English grammar

RF.1.2 (d). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		and usage when writing and speaking.			
RF.1.3 (b). Decode regularly spelled one-syllable words.		L.1.1 (e). Use verbs to convey a sense of past, present and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home.			
SL.1.1 (a). Follow agreed upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion).			uestions about key details in ally or through other media.		
SL.1.1 (b). Build on others others through multiple e	' talk in conversations by re xchanges.	sponding to comments of	SL.1.6. Produce complete L.1.2 (a). Capitalize dates a	sentences when appropriat	e to task and situation.
SL.1.1 (c). Ask questions to under discussion.	o clear up any confusion ab	out the topics and texts	L.1.2 (b). Use end punctua	ation for sentences.	
	CURRICULUM			CURRICULUM	
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
"Sam, Come Back"	"Pig in a Wig"	"The Big Blue Ox"	"A Fox and a Kit"	"Get the Egg!"	"Animal Park"
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Upper/lower case letters	Short vowel i	Short vowel <i>o</i>	Plurals	Verbs	Telling and
Short vowel a	Setting, Character,	Character, setting, and	Nouns	Short vowel <i>e</i>	Asking Sentences
Ending ck	Story Events	main events	Inflected endings - s and ing	Initial consonant blends	Short vowel <i>u</i>
Setting, Character,	Complete telling sentences	Key ideas in a text	Main idea/key details	Informational text	Final consonant blends
Story Events	Reading comprehension	Using illustrations	Retelling a story	Proper Nouns	Proper English
Complete sentences	Decoding	Describing	Collaborative	Tense	Singular/Plural Nouns
Questions and answers	Following speaking rules		Conversations		Matching nouns and verbs
	Realism and Fantasy		Capitalization		Cause and Effect
			Punctuation		
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can print all upper &	I can decode to spell	I can decode to spell and	I can identify the main	I can read informational	I can write an asking
lower case letters.	one-syllable words.	read one-syllable words.	idea and key topics in a	text.	sentence using a
			text.		question mark at the
I can ask and answer	I can follow rules for	I can use illustrations		I can decode words with	end.
questions about key	speaking.	and details to describe	I can participate in conversation with small	initial consonant blends.	
details in a text.	details in a text. characters, setting and				I can write a telling
I can compare and major events.			groups and respond to	I can read and spell	sentence using a period
I can identify and write a	contrast realism and		others' comments.	words with the short e	at the end.
sentence correctly.	fantasy stories.	I can read and spell		sound.	
		words with the short o	I can read words with		I can decode words to
I can describe	I can produce complete	sound.	inflected endings s and	I can ask and answer	read and spell with

characters, setting, and	sentences.		ing.	questions.	consonant blends.
major events.	I can describe character,	I can build on a conversation by	I can retell a story with	I can identify dates and	I can use correct
I can use illustrations	setting and major events	responding to others.	key details.	names as proper nouns	grammar when writing
and details to describe	in a story.		,	and capitalize them in	and speaking.
characters, setting and		I can demonstrate	I can identify and use	writing.	
events.	I can read and spell	understanding of the	plurals.		I can read and spell
	words with the short i.	organization and basic		I can identify and use	words with the short u
I can use initial, middle	I saw was al florantho and	features of print.	I can identify a noun as	verbs correctly in	sound.
and ending sounds in one syllable word.	I can read fluently and comprehend what I		a person, place, or thing and use it correctly	writing.	I can compare and
one synable word.	have read.		when writing.	I can identify and use	contrast singular and
I can read and spell	nave read.		when writing.	verbs to show the past,	plural nouns.
words with short a and	I can decode words		I can use capitalization	present, and future.	p
final ck.	using initial, middle and		and punctuation.	•	I can use singular and
	ending sounds.				plural nouns matched
					with correct verb.
	I can write and identify a				
	complete sentence with				I can identify cause and
	a capital letter at the beginning and				effect in a story.
	punctuation at the end.				I can write a cause and
	punctuation at the end.				effect statement.
					I can describe a cause
					and effect connection.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Critical Vocabalary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Sentence	Major events	Key ideas	Plurals	Verb	Singular/Plural
Character	Decode	Details	Nouns	Proper Nouns	Asking sentence
Setting	Syllable	Fictional character	Inflected endings	Initial consonant blends	Telling sentence
Illustrations	Punctuation	Illustrations	Retelling	Informational text	Final consonant blend
Details	Capitals	Describe	Main Idea	Past Tense	Agreement
Initial, middle, ending	Compare and contrast		Key Details	Present Tense	Cause and Effect
	Realism and fantasy		Collaborative Capitalization	Future Tense	
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
	2 3				

*Journal writing: "Sam,	*Finger Blending	*Illustrate	*Reading circles
Com Back!" – Write a			
paragraph describing	*Oral sharing	*Journal response	*Group reading
Sam, the dog. Be sure to			
use adjectives to	*Story maps	*Between the Lions	*Story boards
describe his color, size,		(web site)	
and what kind of dog he	*STARFALL (web site)		*Make poster with
is (nice, mean, loud).		*YouTube videos:	pictures of nouns
	*YouTube videos:	Letter O Song	
*Oral reading	 SUMMARY in 		*YouTube videos:
	READING SONG by	*Journal Writing: "The	o SUMMARY in
*Buddy reading	Heath	Big Blue Ox" – Describe	READING SONG b
	 The Sentence Song 	the ox in the story.	Heath
*Letter tiles	With Miss Jenny /	What does he look like?	 Schoolhouse Roc
	www.edutunes.com	What can he do? Which	Nouns
*Sentence frame		details in the story tell	 Noun Song – Hav
	*Journal writing: "Pig in	you that the ox is a	Fun Teaching
*Story web	a Wig" – Pretend you	fictional character?	 Noun Song from
	had a Pig in a Wig for a		Grammaropolis –
*Story ball labeled	Pet, what would you do		"Noun Town"
character, setting, etc.	with your pet pig? What		
	would you name it?		*Journal Writing: "A I
*Online games	Would you try to take it		and a Kit" – Write a
	to school with you?		letter to someone wh
*YouTube videos:	What would your pig		cares for you like the
 A Song – "Hooked 	look like?		in the story cares for
on Phonics Learn to			kit. Compare how his
Read Kindergarten"			her love for you is
A Song – "The Parts			similar to the love
of a Story"			shown in the story.

- *Cut paste to match *Marker boards
- *Writing runway (web site)
- *YouTube videos:
- Schoolhouse Rock Verbs
- Verb Song from Grammaropolis – "Lights! Camera! Action Verb!!!"
- Noun Song from Grammaropolis – "Noun Town" (can also be used when teaching proper nouns)
- *Journal Writing: "Get the Egg!" – Describe a time (real or make believe) that you helped an animal like the characters in the story helped to keep the egg safe.

- *Write sentences on sentence strips.
- *Sort sentences in asking or telling groups
- *Use marker boards...read sentences orally to students; let them hold up end punctuation for each sentence.
- *YouTube videos:
- Long Vowels
- Short 'u' Sound Carnival (The Electric Company)
- *Pair students in groups of two. Assign one student to write a cause and assign the other student to write the effect. Then have them switch tasks. When students are finished, each pair should have two statements to share with the whole class.
- *Journal Writing: "Animal Park" - Have you ever been to an animal park, such as a zoo? Describe what you saw there. Were there lots of animals or only a few? If you have never gone to a zoo, what kind

Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	of animals would you think you would see at the perfect zoo? Are there any animals that you would like to pet or feed? Balanced Assessment: Formative
 Teacher observation of oral class discussion and questions/answers Daily journal writing Student illustrations Oral reading Fluency Checks Fresh Reads 	 Oral reading Journal writing Student daily writing Teacher observation and class input on reading word list Fluency Checks Fresh Reads 	 Oral reading Journal writing Drawings of story parts Highlight one syllable words with highlighter tape Fluency Checks Fresh Reads 	 Teacher observation of group conversations and responses Oral questioning and answers Oral reading Student use of plurals Daily journal writing Retelling story with picture cards Brainstorming nouns Student posters Fluency Checks Fresh Reads 	 Oral reading Daily fix it (singular and plural nouns and verbs) Decode words for writing and spelling Fluency Checks Fresh Reads 	 Written asking and telling sentences Oral reading by decoding words Journal writing Fluency Checks Fresh Reads
Summative	Summative	Summative	Summative	Summative	Summative
 Spell check tests tests Writing complete sentences Written and oral reading tests Selection Tests 	 Spell check tests tests Written and oral reading tests Comprehension checks Written sentences with correct spelling Selection Tests 	 Spell check tests Written reading tests for comprehension of character, setting and major events Oral reading Selection Tests 	 Written reading tests Story retelling in a sequence chart Spell check tests Oral ready accuracy Selection Tests 	 Multiple choice test (choose correct verb to match noun) Oral reading Written reading test Weekly Spell check tests Selection Tests 	 Written sentences identifying if they are asking or telling Oral reading word list Spell check tests Written reading tests Selection Tests
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)

Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
 First grade reading materials, stories, articles, poems, etc. Journals On-line games, videos, interactive activities 	 Story map First grade reading materials Writing journals 	 First grade reading text Journals Highlighting tape 	 First grade reading materials Story boards Posters 	 First grade reading materials Marker boards Internet 	 First grade reading materials Sentence strips Words with consonant blends

Weeks 7 - 9	Weeks 10 - 12
Unit/Topic Foundations & Literary/Informational	Unit/Topic Foundations, Informational & Narrative
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS
RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.	SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
RF.1.3 (a). Know the spelling-sound correspondences for common consonant digraphs.	L.1.2 (e). Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
RF.1.3 (c). Know final -e and common vowel team conventions for representing long vowel sounds.	L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
RF.1.3 (g). Recognize and read grade appropriate irregularly spelled words.	RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.	RI.1.4. Ask and answer questions to help determine or clarify the meaning of
RF.1.4 (a). Read on level text with purpose and understanding.	words and phrases in a text.
RF.1.4 (b). Read on level text orally with accuracy, appropriate rate and expression on successive readings.	RI.1.8. Identify the reasons an author gives to support points in a text.
RI.1.2. Identify the main topic and retell key details of a text.	RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.
RI.1.7. Use illustrations and details in a text to describe its key ideas.	RF.1.3 (d). Use knowledge that every syllable must have a vowel sound to

				determine the number of syllables in a printed word.		
L.1.2 (c). Use commas in	dates and to separate single	e words in a series.	DE 1.3 (a) Decede true ou	llablaanda fallaina basis	wattawa bu buasiisa tha	
I 1 2 (d) Use convention	al spelling for words with co	amman spalling patterns	RF.1.3 (e). Decode two-syllable words following basic patterns by breaking the words into syllables.			
and for frequently occur		Jillilon spelling patterns	words into synables.			
and for frequently occur	Ting irregular words.		W.1.3. Write narratives in	which they recount two or	more appropriately	
L.1.1 (b). Use common, p	proper and possessive nouns	3.		e some details regarding wh		
, coc co	ropor and possessive neuro		The state of the s	event order, and provide so	• •	
	CURRICULUM		1 0	CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Unit 1	"A Big Fish for Max"	"The Farmer in the Hat"	"Who Works Here?"	"The Big Circle"	"Life in the Forest"	
Review & Assessment						
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Diagraphs	Irregularly spelled words	Common, proper and	Long O words with final	Long <i>u</i> words with final	Long e, e and ee (as in	
Irregularly spelled	Phonics decoding	possessive nouns	e, CVCe pattern	e, CVCe pattern	he and seed)	
words	Long a words with the	Long I words with final <i>e</i> ,	(VOWEL TEAMS WILL BE	(VOWEL TEAMS WILL BE	(VCCV) syllables	
Read with purpose and	final e CVCe pattern	CVCe pattern	ADDRESSED LATER)	ADDRESSED LATER)	Author's Purpose	
understanding	(VOWEL TEAMS WILL BE	(VOWEL TEAMS WILL BE	Ask and answer	Informational text		
Oral reading	ADDRESSED LATER)	ADDRESSED LATER)	questions to clarify	(nonfiction)		
	C with the s sound	Commas	understanding	Sequence of Events		
	G with the <i>j</i> sound	Plays				
	Common, proper nouns Main Idea/topic					
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I CAN STATEIVIENTS.	TCAN STATEMENTS.	TCAN STATEMENTS.	TCAN STATEMENTS.	TCAN STATEMENTS.	TCAN STATEMENTS.	
I can identify, read, and	I can identify common	I can read and spell	I can read and spell	I can read and spell	I can read and spell	
spell words with	and proper nouns.	words with the long i,	words with the long o,	words with long u, CVCe	words with long e, ee.	
digraphs.		CVCe pattern.	CVCe pattern.	pattern.		
	I can read and spell				I can break words into	
I can read irregularly	words with long a, CVCe	I can Identify and use	I can ask and answer	I can read and explain	syllables following basic	
spelled words.	pattern.	common and proper and	questions about what a	differences in stories	patterns.	
		possessive nouns.	speaker says to help	(fiction) and books that		
I can read with purpose	-		with understanding.	give information	I can use standard	
and understanding.	words with c/s sounds	I can read on level with		(nonfiction).	English in speaking and	
	and g/j sounds.	purpose and	I can read and		writing.	
I can read orally with		understanding.	comprehend	I can ask and answer		
accuracy, appropriate	I can use conventional	1	informational text.	questions to find out	I can identify the	
rate and expression.	spelling.	I can use commas.		sequencing words in a	author's purpose for	
				story.	writing a story.	

	I can identify the main idea of the passage. I can retell the key details of a story.			I can identify the sequence of events in a story. I can use sequencing words while writing.	I can identify my purpose when I am writing a story. I can identify the reasons an author gives
				I can write a narrative that retells two or more events in order with details about what	to support points in a text.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	happened. Critical Vocabulary	Critical Vocabulary
Circular vocabulary	Critical vocabulary	Critical vocabulary	Critical vocabulary	Circled Vocabulary	Critical Vocabulary
Digraphs	Common noun	Long vowel I	Long vowel O	Long vowel U	Long vowel E
Irregular spelling	Proper noun	Possessive noun	Patterns	Differences	Syllables
Purpose	Long vowel A	Identify	Speaker	Informational text	Author's Purpose
	C/S sounds	Comma		Explain	Reasons
	G/J sounds	Patterns		Sequence of Events	Patterns
	Main Idea/Topic	Plays		Nonfiction	
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Project read	*Project read strategies	*Explore through the	*On line games	*KWL chart	*Daily fix it sentences,
strategies (arm tapping	(arm tapping and sky	internet			make corrections for
and sky writing)	writing)		*Build words with letter	*Trade books	standard grammar
		*Finger blending	tiles		
*H Brothers from	*Finger blending			*Report on	*Clap out number of
Project Read		*Daily fix it sentences	*YouTube video:	informational reading,	syllables a word has
	*Brainstorm and make	correcting grammar	Long Vowel "o"	students share facts	
*Finger blending	class list of nouns	errors	Book (Vowels)		*YouTube videos:
				*YouTube video:	 Author's Purpose
*YouTube videos:	*Sort nouns in two sets	*YouTube videos:	*Journal Writing: "Who	Reading	From
o THE DIGRAPH	(common and proper)	Commas Song	Works Here?" – Our	Comprehension	Comprehension
SONG	*VauTula addice	 Possessive Nouns 	neighborhood has a lot	Strategies:	Learning Upgrade
 Digraph 	*YouTube videos:	*!	of the same workers as	SEQUENCE OF	Author's Purpose
Dance.wmv	Noun Song from Crammaranalis	*Journal Writing: "The Farmer in the Hat" –	we saw in the story.	EVENTS	Song by Have Fun
*lournal Writing	Grammaropolis –		Which one of these	* 0.1.mp al \\/mitima; "Th -	Teaching
*Journal Writing:	"Noun Town" (Use	Pretend that you are one	community helpers have	*Journal Writing: "The	

Describe 1 st grade so far. Have you made a lot of new friends? What is your teacher like? What have you learned so far? What is your favorite subject? Why?	this also when teaching proper nouns) Fun Learning Song for Kids – More than One *Journal Writing: "A Big Fish for Max" – If you were going fishing like Max, what would you take with you on your trip? Which friends would you take? Would your family go? Would you take snacks? When would you gowhich season and what time of day?	of the characters in the play. Which character would you choose to be? Describe the mask you would make to wear in the play. Describe how you would create the mask. What are supplies would you use? Would anyone help you?	you ever met? What do they do for their job? Did they wear a uniform? What did you find most interesting about their job?	Big Circle" – The dinosaurs in the story worked together to stay safe from the T. Rex. Describe a time that you worked together to accomplish something (in the correct order that it happened). This teamwork could have been with your family or your friends. How did working as a team help you?	*Journal Writing: "Life in the Forest" – Describe the living things you would find in a forest. What do those living things need in order to grow and live?
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
 Formative Dictated sentences with digraphs Oral reading Daily journal Fluency Checks Fresh Reads DOLCH Word Assessment Check 	 Class brainstorming list of nouns Oral reading Journal writing using correct spelling Fluency Checks Fresh Reads 	 Formative Oral reading Spelling in daily writing Class discussion/ questions and answers Use of possessive nouns Fluency Checks Fresh Reads 	 Formative Oral reading Daily journal writing Fluency Checks Fresh Reads 	 Formative Oral reading Daily writing Class discussion Fluency Checks Fresh Reads 	 Formative Oral reading Daily writing Given words to divide into syllables Fluency Checks Fresh Reads
Summative	Summative	Summative	Summative	Summative	Summative
 Oral reading check Written reading test Spell check tests Multiple choice reading test to check for understanding of what is read 	 Written test identifying common and proper nouns Weekly Spell check tests Oral reading of word list and text 	 Written reading test to check for understanding Oral reading Written test on common, proper and possessive nouns Selection Tests 	 Multiple choice reading test Oral reading Spell check tests Selection Tests 	 Written reading test to check for comprehension Spell check tests Oral reading Selection Tests 	 Written reading test Oral reading Word list broken down into syllables using a basic pattern Spell check tests

Selection Tests	Selection Tests	Spell check tests			Selection Tests
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
 Trade books First grade reading materials Internet 	 First grade reading text Chart paper for class list 	 On level reading materials Internet educational sites Daily fix it sentences 	Letter tilesMatching activityFirst grade reading material	 On level informational text Educational web sites 	 Daily fix it sentences First grade reading materials Internet

Weeks 13 - 15	Weeks 16 - 18
Unit/Topic	Unit/Topic
Research & Narrative/Informational	Literary & Narrative
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS
RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.	RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.
RF.1.4 (a). Read on level text with purpose and understanding.	L1.1 (f). Use frequently occurring adjectives.
RF.1.4 (c). Use content to confirm or self-correct word recognition and understanding, rereading as necessary.	L.1.1 (j). Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided source to answer a question.	RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
SL.1.1 (c). Ask questions to clear up any confusion about the topics and texts under discussion.	RL.1.3. Describe characters, settings, and major events in a story, using key details.
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CURRICULUM Week 13 Week 14 Week 15 Week 16 Week 17 Week 18 "Honey Bees" Unit 2 Review & Assessment Sub-Topics Y as a vowel Ask and answer Questions Details Featts Details Peatrs Facts Facts LEARNING TARGETS LEARNING TARGETS LEARNING TARGETS LCAN STATEMENTS: LCAN stand answer Questions LCAN STATEMENTS: LCAN STATEMEN	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7. Use the illustrations and details in a text to describe its key ideas. W.1.2. Write informational/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories.			
#Honey Bees" Unit 2 #Review & Assessment Sub-Topics Y as a vowel Word skills Details Facts Facts Facts Subsesses Using Picture Prompts LEARNING TARGETS I CAN STATEMENTS: I Can statements I Can read, spell, and decode words with the a vowel. I Can read on level with purpose (compare/contrast) and understanding. Week 15 Week 16 Week 17 Week 18 Week 17 Week 18 Week 18 Week 17 Week 18 Week 18 Week 18 Week 17 Week 18 Wek 18 Week 18 Week 18 Week 18 Week 16 Wek 16 Word state Goode For Compare/Contrast Differences in books Whose telling the story R controlled vowels (ir, er, and ur) Expanded Sentences Theme Central Message Usords that compare — er, est, Decode — dge Elements of Plot Summarizing LEARNING TARGETS I CAN STATEMENTS: I CAN S					SL.1.4. Describe people, places, things and events with relevant details,		
"Honey Bees" Unit 2 Review & Assessment Sub-Topics Sub-Topics Y as a vowel Word skills Compare/contrast Illustrations Details Facts Using Picture Prompts LEARNING TARGETS I CAN STATEMENTS: I Can read, spell, and decode words with y as a vowel. I can read on level with purpose (compare/contrast) and understanding. "An Egg is an Egg" "Ruby in Her Own Time" Sub-Topics Sub		CURRICULUM			CURRICULUM		
Review & Assessment Sub-Topics Sub-Topics Y as a vowel Word skills Compare/contrast Illustrations Details Facts Using Picture Prompts I CAN STATEMENTS: I CAN STATEMENTS: I CAN STATEMENTS: I CAN STATEMENTS: I Can read, spell, and decode words with y as a vowel. I can read on level with purpose (compare/compare/compare/compare/compare/contrast) and understanding. I can read on level with purpose (compare/compare/compare/compare/contrast) I can read on level with purpose (compare/compare/contrast) I can read on level with purpose (compare/compare/contrast I can read on level with purpose (compare/contrast I can read on level with I can		Week 14	Week 15	Week 16		Week 18	
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Illustrations Details Facts Details Facts Using Picture Prompts LEARNING TARGETS I CAN STATEMENTS: I can read, spell, and decode words with y as a vowel. I can read on level with purpose (compare/ contrast) and understanding. Words that suggest feelings or appeal to the senses Using Picture Prompts LEARNING TARGETS I CAN STATEMENTS: I can read, spell, and decode words with the final ng and nk. I can read on level with purpose (compare/ contrast) and understanding. Words that suggest feelings or appeal to the Experiences Experiences Experiences LEARNING TARGETS I CAN STATEMENTS: I CAN STATEMENTS: I CAN STATEMENTS: I can read, spell, and decode words with r controlled vowel (or). I can read, spell, and decode words with r controlled vowel (or). I can identify adjectives in a story. I can write simple and compound sentences. I can write simple and compound sentences. I can use frequently LEARNING TARGETS LEARNING TARGETS LEARNING TARGETS LEARNING TARGETS I CAN STATEMENTS: I CAN STATEMENTS: I Can read, spell, and decode words with r controlled vowel (ar). L can read, spell, and decode words with r controlled vowels (ir, er, or). L can read, spell and decode words with r controlled vowel (ar). L can read on level with purpose (compare/ questions about the topics and texts. L can read on level with purpose (compare/ questions about the topics and texts. L can read on level with purpose (compare/ questions about the topics and texts. L can read on level with purpose (compare/ questions about the topics and texts. L c	Word skills	questions	R controlled vowels (or)	R controlled vowels (ar)	Whose telling the story	Describe with details	
Details feelings or appeal to the senses Using Picture Prompts LEARNING TARGETS LEAR	Compare/contrast	Final <i>ng</i> and <i>nk</i>	Describing Change	Compare/contrast	• • • •	Words that compare –	
Facts Senses Using Picture Prompts LEARNING TARGETS LEARN	Illustrations	Words that suggest	Context Clues	Fiction/Nonfiction	1	-er, -est,	
LEARNING TARGETS LEARNI		feelings or appeal to the	Experiences			9	
LEARNING TARGETS I CAN STATEMENTS: I CAN STATEMENTS: I Can read, spell, and decode words with y as a vowel. I can read on level with purpose (compare/ contrast) and understanding. I Can read on level with using picture prompts LEARNING TARGETS LEARNING TARGETS LEARNING TARGETS I CAN STATEMENTS: I CAN STATEMENTS: I Can read, spell, and decode words with r controlled vowel (or). I can read, spell, and decode words with r controlled vowel (or). I can read on level with topics and texts. I can read on level with to decode words with r controlled vowel (ar). I can use content for word recognition. I can use frequently LEARNING TARGETS LCAN STATEMENTS: L can read, spell, and decode words with r controlled vowel (ar). Controlled vowels (ir, er, or). I can read, spell, and decode words with r controlled vowel (ar). Controlled vowel	Facts					Elements of Plot	
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purpose (compare/ contrast) and understanding. questions about the topics and texts. vord recognition. in a story. I can write simple and compound sentences. decode words with dge. (Hard and soft g sound).	I can road on lovel with	Lean ack and answer	Lean use content for	Lean identify adjectives	er, or).	Lean road small and	
contrast) and understanding. topics and texts. I can read on level with compound sentences. I can use frequently compound sentences. (Hard and soft g sound).					I can write cimple and	· ·	
understanding. I can read on level with I can use frequently	1	·	word recognition.	iii a story.	•	_	
	•	topics and texts.	I can read on level with	I can use frequently	compound sentences.	(Flata alia soft y soulia).	
	anderstanding.	I can read on level with	purpose and	occurring adjectives.	I can write declarative	I can identify who is	

I can explain the

differences in books

that give information

telling the story.

I can describe things and

events with details.

sentences.

sentences.

I can write interrogative

I can gather and use

information from a

story to answer a

question.

purpose and

understanding.

I can identify words and

understanding.

I can recall information

from experiences to

I can use illustrations and details in a text to describe its key ideas. I can write using facts to inform or explain.	phrases with feelings or that appeal to the senses. I can decide information provided by a picture to answer a writing prompt.	answer a question.	and ones that tell stories.	I can write imperative sentences. I can write exclamatory sentences. I can compare and contrast adventures of characters. I can identify the theme (message or lesson) of a story.	I can identify the plot (events) of a story. I can describe the elements of plot. I can describe the plot (events) of a story by summarizing the details.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Vowel Y Illustrations Fact Inform Explain Purpose	Question Final ng, nk Sensory details Imagery Appeal to Senses Phrases Prompt Picture	Phrases Content Recall Word recognition R controlled vowel (or) Describe Experiences Context Clues	Adjectives Differences Information R controlled vowel (ar)	Simple Sentence Compound Sentence Declarative Interrogative Imperative Exclamatory Character adventures R controlled vowels (ir, er, or) Theme Central Message	-er Words -est Words -dge Words Hard g Soft g Who Details Plot Summarizing
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Project Read (finger blend)	*Oral reading *Question and answer	*Project *Read (Bossy R story)	*Use I-pads to teach phonics.	*Project Read	*Use a Venn diagram
*Leveled Readers	game	*Students act it out.	*Use letter tiles for spelling	*Larry Bell's UNRAVEL chart	*Use paddle boards for spelling
*AR	*Use dry erase boards to		-10	*YouTube video:	*YouTube videos:
*Thumbs up method	allow students to write questions.	*Spelling City *Word Wheels	*Write sentences on strips	WHAT IS THEME IN STORY?	Story ElementsSong.wmvFlocabulary – Five
*YouTube videos:	*Use sentence strips to	*Lournal Writing, "An Egg	*YouTube videos:	*Journal Writing: "Jan's	Things (Elements of a
 SID THE SCIENCE 	write questions.	*Journal Writing: "An Egg	o Schoolhouse Rock	New Home" – Pretend	Short Story)

KID		is an Egg" – The story	Adjectives	you are moving like Jan	*Journal Writing: "Frog
I Love Charts Music	*Journal Writing: Search	talks all about how things	Adjective Song	in the story. How	and Toad Together" –
Video	online for a picture of a	change. Describe your	Adjective Song from	would you feel? What	Toad wanted his seeds to
o PBS KIDS (Make a	beach to show the	own life and how you	Grammaropolis –	do you think would	grow so bad in the story
connection for	students. TASK: Write	have changed. Has your	"Paint the Way"	make you feel good	that he was willing to try
students that	about this picture. This is	size changed? Has your	Tame the way	about moving? Would	anything even shouting
charts are a way to	a fictional writing so you	hair changed? Have your	*Journal Writing: "Ruby	you be excited about	at them. Describe
compare and	can make up all of the	teeth changed? Have	in Her Own Time" –	anything?	something that you have
contrast	details. Are you living on	your taste buds changed?	Ruby learned to do		wanted so bad that you
information.)	this beach? Are you on	your taste baas changes.	things in her own time,		would do anything to get
in ormation.,	vacation there? Are you		which was often slower		it. Maybe an AR point
*Journal Writing:	visiting your		than the other		club that you thought
"Honey Bees" – The	grandparents there? Are		ducklings. Describe		you could never reach,
worker bees in the	you on a school field		something that was		an expensive new toy
story have a lot of	trip? How does the sand		hard for you and that		that you had to save for,
important jobs. Why	feel? How is the		you didn't learn as easily		a new pet that your
are worker bees so	weather?		as your friends.		parents were making you
important to the hive?			Compare how you felt		prove you were ready
Find details from the			to how Ruby felt in the		forWhat did you do to
story to support your			story.		get what you wanted?
answer.			,		Did it take a lot of hard
					work, patience, or time?
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Oral reading	Oral reading	Oral reading	List adjectives	Oral questions and	Oral questioning
Journal writing	Daily writing	Oral questions and	Journal writing	answers	Oral reading
Fluency Checks	Fluency Checks	answers	Fluency Checks	Oral reading	Fluency Checks
Fresh Reads	Fresh Reads	Fluency Checks	Fresh Reads	Teacher	Fresh Reads
Tresti treads	l resir reads	Fresh Reads	DOLCH Word	observations	Trestricads
		Trestricads	Progress Check	Fluency Checks	
			1 Togress check	Fresh Reads	
Summative	Summative	Summative	Summative		Summative
Jannilative	Janniative	Jannative	Julillative	Summative	Janniative
 Spelling test 	 Spelling test 	 Spelling test 	Adjective quiz		 Spelling test
 Reading Fluency 	 Reading test 	Reading Fluency	Spelling test	 Spelling test 	Reading Fluency
Short quiz	Reading Fluency	Short quiz	Reading Fluency	 Reading test 	Short quiz
Reading test	Short quiz	Reading test	 AR Reading test 	 Reading Fluency 	AR Reading test
<u> </u>	<u>'</u>	<u> </u>	1 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	1	

Selection Tests	Selection Tests	Selection Tests	Selection Tests	Selection Tests	Selection Tests
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
 1st grade reading materials Project Read materials Trade books 	Sentence stripsDry erase boardsJournalsInternet Clipart	 Bossy R story (Project Read) Trade books First grade reading materials 	 Sentence strips I pad First grade reading materials Project Read Trade books 	 Various reading books on first grade level Larry Bell's chart Internet 	 Venn diagram Paddle boards 1st grade reading materials Internet

Weeks 19 - 21	Weeks 22 - 24		
Unit/Topic	Unit/Topic		
Informational & Narrative	Poetry, Informational/Explanatory & Opinion		
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS		
RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words	L.1.1 (d). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words		
RI.1.5. Know and use various text features (e.g. headings, table of content, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	L.1.4 (c). Identify frequently occurring root words and their inflectional forms.		
	L.1.4 (b). Use frequently occurring affixes as a clue to the meaning of a word.		

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

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

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

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

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

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

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

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

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

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
"I'm a Caterpillar"	"Where Are My Animal	Unit 3	"Mama's Birthday	"The Dot"	"Mister Bones:
	Friends?"	Review & Assessment	Present"		Dinosaur Hunter"
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Words with long a (ay and ai)	Words with long e (ea)	Words with long o (oa	Words with log I (ie and	Words with ew, ue and	Affixes ly and ful
Asking questions	Information provided by	and ow)	igh)	ui	Vowel in moon
Various test features	text and pictures	Consonant clusters	Words with initial kn	Informative text	Root words
Idea Drawings		Context clues	and wr	Connections in texts	Writing Opinions
Drawing Conclusions			Pronouns		Main Character
Making Inferences			Prose and poetry		Using Details
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can read spell and decode words with long a (ay and ai).	I can read, spell and decode words with long e (ea).	I can read, spell and decode words with long o (oa and ow).	I can read, spell and decode words with long I (ie and igh), kn and wr.	I can read, spell and decode words with ew, ue and ui.	I can read, spell and decode words with ly and ful endings.
I can ask question to clarify meanings. I can identify text	I can tell the difference between information provided by pictures or text.	I can read, decode and spell words with consonant clusters.	I can identify personal, possessive, and indefinite pronouns.	I can write a friendly letter. I can describe	I can read, spell and decode words with vowel in (moon).

features. I can use various text features to locate facts. I can identify a real-life connection between words and their use. I can describe the connection between pieces of information in a text (make a guess/decide an ending). I can decide between information from pictures and from words.	I can read informational texts. I can use various text features to locate facts.	I can use context clues. I can write a narrative using words that show order of events and details of what happened.	I can use personal, possessive and indefinite pronouns. I can read prose and poetry. I can identify words in poems that create a feeling or appeal to the senses. I can work with a peer partner to develop and revise a poem.	connections of information in texts.	I can identify root words and their inflection (changed) forms. I can identify affixes. I can use affixes for word meaning. I can write my opinion about a topic and give a reason from the story details for my opinion.
make my ideas clear.					
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Text features Facts Vowel teams Illustrations Idea drawings	Text Pictures Differences Similarities	Consonant clusters Context clues Narratives	Personal pronoun Possessive pronouns Indefinite pronouns Prose & Poems Sensory Details	Informative Text Friendly Letter Connections	Root words Inflection Form Affixes Main Character Opinion
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
*Education Place (web site)	*Word baseball (Teacher pretends to throw a word. Students	*Kids Port (web site) *Education City	*See and Spell game *Pronoun word wall	*Build a Sentence (web site)	*Make a list of words with ly and ful
*Trade books *Flash cards with ai and	pretend to catch it and finger blends to spell and write it,)	*Build words with letter tiles	*Use magnetic letters	*Use sidewalk chalk outside to spell and write	*Build words with letter tiles
ay words	*YouTube video:	*Copy Cat jack (One	*Write a poem	*Journal Writing: "The	*Journal Writing: "Mister Bones: Dinosaur
*Write and add drawings	Letter E Song	student says a word	*YouTube videos:	Dot" – Vashti's teacher	Hunter" – Write a paper

*Journal Writing: "I'm a Caterpillar" – Draw and label the lifecycle of a butterfly. Once you have drawn the lifecycle, write a paragraph describing what happens as the caterpillar changes into a butterfly.	*Journal Writing: "Where Are My Animal Friends?" – Write about how animals prepare to hibernate during the winter. What do they need to make sure they have? What do animals that hibernate do all winter?	with consonant cluster next student has to add one to it) *Journal Writing: Write a personal narrative about a fun time you have had with your family. Be sure to sequence your sentences in the correct order so that they story can be read in the same way the events happened. For example, I wouldn't say that my family and I played at the beach and then tell that we drove a long way to the beach.	 Schoolhouse Rock Rufus Xavier Sarsaparilla (Pronouns) For Kids, The Personal Pronoun Song Pronouns PBS KIDS *Journal Writing: http://www.readwritethin k.org/files/resources/inter actives/theme_poems/ Go to above website and allow students to choose a theme for their poem. Allow students to write their poems, collaborate with peers, and revise them. Then, have students go to the above website again to type their poem and create a published writing piece. *Journal Writing: Write an Acrostic Poem with the word PRESENT. *Journal Writing: Describe a special gift that you gave someone. Who was the gift for? What did you get for that person? Why did you choose that gift? Did you give them the gift for a birthday or special holiday or just because? How did you give them the gift to make it special? (If students have a hard time coming up with something, reference Mother's Day activities completed at school and taken home as 	made her feel really good about her artwork that she didn't think was so great. Write a friendly letter to someone thanking him or her for making you feel good about yourself.	giving your opinion about Mister Bones, the main character from the story. Do you think he was good at finding dinosaur bones? Use details from the story to support your opinion.
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Balanced Assessment: Formative Oral reading Write questions Fluency Checks Fresh Reads	Balanced Assessment: Formative Teacher observation Writing Fluency Checks Fresh Reads	Balanced Assessment: Formative Teacher observation Building words Fluency Checks Fresh Reads	gifts or Grandparent's Day gifts.) Balanced Assessment: Formative Class participation Oral reading Word list Fluency Checks Fresh Reads	Balanced Assessment: Formative Oral reading of informational text Reading and writing words Fluency Checks Fresh Reads	Balanced Assessment: Formative Fill in blank Oral reading Word list Fluency Checks Fresh Reads DOLCH Word Progress Check
 Summative Constructive writing AR Reading tests Written questions Selection Tests Spell check tests 	Summative Oral reading Written reading test Selection Tests Spell check tests	 Summative Oral reading Spell check tests Reading test Selection Tests 	 Summative Teacher made pronoun test Use of pronouns in daily writing assignment Selection Tests Spell check tests 	Summative AR Reading tests Informational writing Constructive responses Selection Tests Spell check tests	 Summative Teacher made root word test AR Reading test Selection Tests Spell check tests
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
 Resources Needed First grade reading with various text features Flashcards Journals AR access 	Resources Needed Poems and proses First grade Informational texts Internet Journals	 Resources Needed First grade reading materials Letter tiles Journals 	 Resources Needed Word list On level reading materials (poetry) Magnetic letters Internet Journals 	 Resources Needed Informational texts Sidewalk chalk First grade reading materials Journals AR access 	 Resources Needed Letter tiles On level reading text Journals AR access

Weeks 25 - 27 Unit/Topic Literary, Opinion & Informational/Explanatory KENTUCKY CORE ACADEMIC STANDARDS W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words. RF.1.4 (b). Read on level text orally with accuracy, appropriate rate and expression on successive readings. RI.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RI.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RI.1.9. Compare and contrast the adventures and experiences of characters in stories. LI.5 (a). Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent. LI.5 (b). Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes). Week 25 Week 26 Week 27 Week 28 Week 29 Week 30 Week 30 Wintl/Topic Literary/Informational, Opinion & Narrative KENTUCKY CORE ACADEMIC STANDARDS L1.1.1 (i). Use frequently occurring prepositions (e.g., during, beyond, toward). RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words. L1.1.1 (b). Read on level text orally with accuracy, appropriate rate and expression on successive readings. RF.1.3. Know and apply grade level phonics and word analysis skills in decoding on successive readings. RF.1.4 (b). Read on level text orally with accuracy, appropriate rate and expression on successive readings. RF.1.2. Betell stories, inc							
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Week 25 Week 26 Week 27 Week 28 Week 29 Week 30			, ,		CURRICULUM		
	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	

"The Lady in the	"Peter's Chair"	"Henry and Mudge and	Unit 4	"Tippy-Toe Chick, Go!"	"Mole and Baby Bird"
Moon"		Mrs. Hopper's House"	Review & Assessment		
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Words with <i>ou</i> and <i>ow</i>	Words with <i>ou</i>	Vowel sound in books	<i>oy</i> and <i>oi</i> sounds	<i>Aw</i> and <i>au</i> sound	Short <i>e</i> as in bread, head
Opinion writing	VCV patterns	Story Elements	Prepositions	Author's reasons for	etc.
Word sorting into	Compound Words	Pictures and Details	Differences in texts	support	Narratives
categories	Informative Writing	Explanatory Writing	Similarities in texts	Points in a text	Relevancy
Attributes			Conclusions		Clarity
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can read, spell, and	I can read, spell, and	I can read, spell, and	I can read, spell, and	I can read, spell, and	I can read and spell words
decode words with <i>ou</i>	decode words with VCV	decode words with the	decode words with	decode words with the	with the short e as in
and ow.	pattern.	vowel sound in (book).	the oi and oy sound.	aw and au sound.	(bread).
I can write an opinion	I can break words into	I can compare and	I can use prepositions.	I can identify the	I can read on level with
piece to answer a	syllables.	contrast the adventures	realituse prepositions.	author's purpose in a	accuracy and appropriate
question.	Syllables.	of characters in a story.	I can identify	text.	rate.
question.	I can read, spell and	or characters in a story.	differences in texts.	text.	rate.
I can identify word	write words with ou.	I can use pictures and	differences in texts.	I can identify the	I can describe people,
attributes (parts).	write words with od.	details in a story to	I can identify	reasons an author gives	places, things, and events
attributes (parts).	I can read, identify, and	describe its characters,	similarities in texts.	to support points in a	with relevant (related)
I can sort words into	use compound words in	setting, and events.	Similarities in texts.	text.	details, expressing ideas
categories.	reading and writing.	Secting, and events.	I can write an opinion	text.	and feelings clearly.
categories.	reading and writing.	I can write an	paper for a given	I can write a narrative to	and rechings elearly.
I can define words by	I can write an	explanatory piece to	topic, state my	demonstrate a central	I can write a narrative to
category.	informative letter to	answer a question.	reasons, and give a	message or lesson in a	demonstrate a central
category.	demonstrate my	answer a question.	conclusion.	story and give a	message or lesson in a
I can compare and	understanding of a		Conclusion	conclusion.	story and give a
contrast the	central message or				conclusion.
experiences of	lesson in a story.				conclusion
characters in a story.					
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Opinion piece	Syllables	Inflected endings	Prepositions	Author's support	Narratives
Word categories	Compound Words	Character Adventures	Different texts	Author's purpose	Relevant Details
Debate	Central Message	Setting	Conclusion	Reasons	Expressing Ideas
Character Experiences	Moral Lesson	Character Actions		Main Points	Expressing feelings
ļ		Story Events			Clarity

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
*Have an oral debate on a given subject before writing an opinion piece *Cut and paste words into categories *Sorting trays and sorting charts *Journal Writing: "The Lady in the Moon" – The Moon Festival in the story is not a festival that our culture celebrates. Compare and contrast one of our holidays that we celebrate to The Moon Festival. *Journal Writing: Write an opinion piece on your thoughts about The Moon Festival.	*Clap out words to find number of syllables *Project Read strategies for dividing words into syllables *Journal Writing: "Peter's Chair" – In the story, Peter had a hard time sharing his things. Write a letter to Peter explaining why it is important to share. Tell Peter how you think sharing will make him feel. Give an example of a time that you shared.	*Use T chart *Look, Cover and Spell game *Journal Writing: "Henry and Mudge and Mrs. Hopper's House" – In the story, Henry and Mudge had a great time dressing up in costumes. If you could dress up in any kind of costume what would you choose? Why would you choose that costume? Would you wear it anywhere or just at home for your family? How would this costume make you feel? Why?	*Act out preposition words *Make a book using prepositions and illustrate them *YouTube videos: Schoolhouse Rock Prepositions Gimme Prepositional Phrase – Preposition Song Grammar Rock Preposition *Journal Writing: Write an opinion paper telling about your favorite story that you have read so far in 1st grade. Give a short summary of the story. Describe why this story is your	*Strategies/Activities *Sparkle, Sparkle Zap (spelling game) *Story games online *YouTube videos: • Author's Purpose From Comprehension Learning Upgrade – Song • Author's Purpose.mov *Journal Writing: "Tippy-Toe Chick, Go!" – The chicks in the story tricked the dog so they could get their favorite treat. Have you ever tricked someone or an animal? What happened? How did you do it? Were you glad you did it or did you feel bad about it later?	*Word games (SpellBound) Students see the word spelled correctly, then letters are mixed up. Students have to put them in order again *Journal Writing: "Mole and Baby Bird" – In the story, Mole wanted to keep the baby bird for a pet. Describe a time when you had an animal you wanted or did keep for a pet. What kind of animal was it? What happened that caused you to keep it or set it free?
Would you like to attend? Why would you or would you not like to attend?			favorite. Give three reasons that you would suggest a friend read this story.		
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Teacher observationFirst draft writing piece	Oral clapping of wordsOral reading VCV patterns	Oral answersOral readingFluency Checks	Teacher observationOral questions and answers	Spelling game (oral spelling)Oral questions and answers	Daily writingOral readingFluency Checks

Fluency Checks Fresh Reads	Fresh Reads	Fluency ChecksFresh Reads	Fluency ChecksFresh Reads	Fresh ReadsDOLCH Word ProgressCheck
Syllable quiz Vocabulary Word test Selection Tests Spell check tests	 Summative AR Reading tests Teacher made inflected endings quiz Selection Tests Spell check tests 	 Summative Teacher made test Spell check tests Daily writing Selection Tests 	 Summative Spell check test AR Reading test Fluency test Selection Tests 	 Summative Completed written narrative Spell check tests AR Reading test Selection Tests
ommon (PLC Teams will design the ommon assessments, ., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
Various reading texts Stories on line	 Resources Needed T chart First grade reading materials Word list 	 Resources Needed Various first grade texts Book making 	 Resources Needed Reading text for first grade Internet AR access 	 Resources Needed Reading text for first grade AR access Journals
F	Summative Syllable quiz Vocabulary Word test Selection Tests Spell check tests ommon (PLC Teams will design the mmon assessments, , grade level, and/or depts.) Resources Needed Various reading texts	Summative Syllable quiz Vocabulary Word test Selection Tests Spell check tests Spell check tests Spell check tests Common (PLC Teams will design the mmon assessments, grade level, and/or depts.) Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.) Resources Needed Various reading texts Stories on line Summative AR Reading tests Teacher made inflected endings quiz Selection Tests Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.) Resources Needed T chart First grade reading materials	Summative Summative Summative Summative Summative Summative • Teacher made test • Spell check tests • Teacher made inflected endings quiz • Selection Tests Spell check tests • Spell check tests • Spell check tests • Spell check tests Common (PLC Teams will design the mmon assessments, grade level, and/or depts.) Resources Needed Various reading tests • Teacher made test • Spell check tests • Daily writing • Selection Tests • Spell check tests Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.) Resources Needed Various reading tests • Teacher made test • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Spell check tests • Daily writing • Selection Tests • Teacher made • Daily writing • Selection Tests	Summative Teacher made test Spell check tests Teacher made inflected endings quiz Selection Tests Spell check tests Spell check tests Common (PLC Teams will design the monon assessments, grade level, and/or depts.) Resources Needed Various reading texts Summative Summative Teacher made test Spell check tests Teacher made te

Weeks 31 - 33	Weeks 34 - 36		
Unit/Topic	Unit/Topic		
Literary, Biographical Research & Informational	Foundations, Informational, Letters & Reflection		
KENTUCKY CORE ACADEMIC STANDARDS	KENTUCKY CORE ACADEMIC STANDARDS		
L.1.1 (h). Use determiners (e.g., articles, demonstratives).	W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence		
W.1.2. Write informational/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	of instructions).		
	W.1.2. Write informational/explanatory texts in which they name a topic,		

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

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.1.7. Participate in shared research and writing projects.

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

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

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

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

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

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

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

supply some facts about the topic, and provide some sense of closure.

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

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships. (e.g. I named my hamster Nibblet because she nibbles too much because she likes that.).

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

RF.1.4 (a). Read on-level text with purpose and understanding.

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

RF.1.4 (c). Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

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

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

CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
"Dot and Jabber"	"Simple Machines"	"Alexander Graham Bell"	"Ben Franklin and His	Unit 5	End of Year
			First Kite"	Review & Assessment	Scott Foresman Test
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Digital tools for writing	Add details to writing	Determiners	Shades of meaning in	Research/writing	Reading on level
Reading on level	Reading on level	Reading on level	verbs	project	Expression
Responding to peer	Informational Writing	Key Details	Using words acquired to	Reading on level	Written Communication
questions	Main Topic	Research	respond o text		

Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
r ubii311	iviani Topic	Projects			
Expression Publish	Response Main Topic	Researching Sources	Distinguish	Group work	Reading expression
Appropriate rate	Retell	Biography	Respond	Reflection	Reading rate
Digital tools	Key Details	Determiners	Shades of meaning	Writing research	Reading accuracy
Digital tools	Koy Dotails	Datarminars	Shados of magning	Writing research	Ponding accuracy
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
p. 556.			text.		clearly.
prose.			ask questions about a		ideas and feelings
I can read complex			I can write a letter to		and events, expressing
icoson in a story.			3113 31 3113 31 14 6431		people, places, things,
lesson in a story.		actuiis iii a text.	two events or ideas.		I can describe in detail
central message or	to a prompt.	details in a text.	connection between		Share information.
I can identify the	to a prompt.	questions about key	I can describe a		share information.
rate and expression.	informational response	I can ask and answer	2 23/10		I can write a letter to
rate and expression.	I can write an	question.	a text.		informational texts.
accuracy, appropriate	***************************************	question.	I can retell key details of		informational texts.
I can read on level with	writing.	from sources to answer a			I can read complex
iiiy wiitiiig.	I can add details in	I can gather information	topic of a text.	marrative for 1 grade.	two marviduais.
my writing.	topic of a text.	p. 0,000.	I can identify the main	narrative for 1 st grade.	two individuals.
questions to strengthen	topic of a text.	projects.		I can write a reflective	connection between
I can respond to peer	I can identify the main	research and writing	I can respond to text.	Tate and expression.	I can describe a
actano ni a story.	- CO/ICI	I can participate in shared	J. J	rate and expression.	5pi 65515111
details in a story.	a text.	- 1.1.1.2 d. 1.4 d. 1.5	of meaning in verbs.	accuracy, appropriate	expression.
questions about key	I can retell key details of	rate and expression.	I can distinguish shades	I can read on level with	I can read with
I can ask and answer	Tate and expression	accuracy, appropriate	r ·	p. 0,000	
	rate and expression.	I can read on level with	rate and expression.	project.	have read.
for writing.	accuracy, appropriate		accuracy, appropriate	writing/research	comprehend what I
I can use digital tools	I can read on level with	I can use determiners.	I can read on level with	I can participate in a	I can read fluently and
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
Central Message	Retelling Details	Biographies			
Control Name	Data III a a Data II	D' con a la la con			

*Write and publish books of interest using computers *Journal Writing: "Dot and Jabber" – In the story, Dot and Jabber worked hard to solve a mystery. Describe a time that you worked with a friend to solve something. This could be a mystery at playtime, at home, or a time you completed a big project as a group in class. What was important about working as a team to solve the problem? *Work in peer partners to discuss writing	*Brainstorm words that add details *YouTube videos: Simple Machines with Bill Nye Simple Machines (Song and Lyrics) *Journal Writing: "Simple Machines" – In the story, several simple machines are described. List and describe some simple machines that you use every day. How do you use these machines? Do they make your day easier or harder?	*Word games *Songs *Video *Journal Writing: "Alexander Graham Bell" — Write a short biography about Alexander Graham Bell. Be sure to list his most important accomplishments. (To enrich this writing for higher-level students, allow them to research on the internet to learn more about Alexander Graham Bell.)	*Word web for verbs *Journal Writing: "Ben Franklin and His First Kite" – Write a letter to Ben Franklin. Ask him questions that the story didn't answer for you. Thank him for his accomplishments and tell him how it is helping you today.	*Group work for research project *Journal Writing: What have you learned this year? What have you enjoyed most about 1st grade? What would you have done the same this year if you could do it again? What would you do differently? What did you think about 1st grade?	*Reading eggs (Purchased computer program for first grade) *Journal Writing: Write a letter to upcoming first grade students. What advice would you give them? What did you think of first grade that they might be thinking now? What fun activities do they have to look forward to? What hopes do you have for them?
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment Formative
 Teacher observation Daily writing Fluency Checks Fresh Reads 	Daily writingOral readingFluency ChecksFresh Reads	Daily journal writingOral questioningFluency ChecksFresh Reads	 Use of verbs in daily writing Fluency Checks Fresh Reads 	Teacher observationOral readingFluency ChecksFresh Reads	Oral readingFluency ChecksFresh Reads
Summative	Summative	Summative	Summative	Summative	Summative
Written assessment on digital toolsSelection Tests	Extended writingReading checks (written and oral)	QuizReading fluency check	Verb quizReading fluency check	Student writing research projectReading checks	STAR reading assessmentDOLCH Word

Spell check testsAR Reading Test	Selection TestsSpell check tests	 Selection Tests Spell check tests 	 Selection Tests Spell check tests AR Reading Test 	 Selection Tests Spell check tests 	Summative Assessment Dibels Reading fluency Selection Tests Spell check tests
Common (PLC Teams will design the common assessments i.e., grade level, and/o depts.)	will design the common assessments,	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
 Resources Needed Digital tools Reading materials for first grade Journals 	 Resources Needed Daily journals Various reading materials for first grade Internet access 	Resources Needed Reading materials for first grade Songs Video Journals Word Games	Resources Needed First grade text Word web graphic organizer Journals Letters poster	Resources Needed Various research tools (Internet, informational books, etc.) Journals	Resources Needed STAR test Dibels test Reading fluency check test Journals Reading Eggs

Grade 1 NOVEL TEXT EXEMPLARS:

Little Bear (Else Holmelund Minarik), Are You My Mother? (P.D. Eastman), Green Eggs and Ham (Dr. Seuss), Put Me in the Zoo (Robert Lopshire), Frog and Toad Together (Arnold Lobel), Owl at Home (Arnold Lobel), Pancakes for Breakfast (Tomie DePaola), Hi! Fly Guy (Tedd Arnold), The Wonderful Wizard of Oz (L. Frank Baum), Little House in the Big Woods (Laura Ingalls Wilder), Mr. Popper's Penguins (Richard and Florence Atwater), Finn Family (Tove Jansson), A Story, A Story (Gail E. Haley), The Paper Crane (Molly Bang), Lon Po Po: A Red-Riding Hood Story from China (Ed Young), Family Pictures (Carmen Lomas Garza), Tomas and the Library Lady (Pat Mora), Kitten's First Full Moon (Kevin Henkes)