



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Summer 2013

Subject Content: _____ Language Arts _____ Grade: 1

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>	<u>BELOW Level</u>	<u>On-Level</u>	<u>ABOVE Level</u>
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.mrsperskins.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> <u>(Week 7)</u>	<u>Nov.</u> <u>(Week 16)</u>	<u>Jan.</u> <u>(Week 24)</u>	<u>Mar.</u> <u>(Week 30)</u>	<u>May</u> <u>(Week 36)</u>
<u>Pre-Primer</u> (40 words)	100%	100%	100%	100%	100%
<u>Primer</u> (52 words)	100%	100%	100%	100%	100%
<u>1st Grade</u> (41 words)	20%	40%	60%	80%	100%
<u>2nd Grade</u> (46 words)	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT
<u>3rd Grade</u> (41 words)	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT
<u>Nouns</u> (95 words)	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT ASSESSMENT	ENRICHMENT 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
<p style="text-align: center;">Unit/Topic Foundations & Literary</p>	<p style="text-align: center;">Unit/Topic Language & Literary/Informational</p>
<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>L.1.1 (a). Print all upper and lower case letters.</p> <p>RF.1.2 (a). Distinguish long from short vowel sound in spoken single syllable words.</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories (realism and fantasy).</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.1 (a). Recognize the distinguishing features of a sentence. (e.g., first word capitalization, ending punctuation).</p> <p>RL.1.3. Describe characters, settings and major events in a story using key details.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting or events.</p> <p>RF.1.2 (c). Isolate and pronounce initial, medial vowels and final sounds (phonemes) in spoken single syllable words.</p>	<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small groups.</p> <p>L.1.1 (c). Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.)</p> <p>RI.1.2. Identify the main topic and key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF.1.3 (f). Read words with reflected endings.</p> <p>RL1.2. Retell stories, including key details and demonstrate understanding of their central message of lesson.</p> <p>RI.1.10. With prompting and support read informational texts appropriate for grade 1.</p> <p>RF.1.2 (b). Orally produce single syllable words by blending sounds including consonant blends.</p> <p>SL.1.1 (c). Produce complete sentences when appropriate to task and situation.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar</p>

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).	SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.1 (b). Build on others' talk in conversations by responding to comments of others through multiple exchanges.	SL.1.6. Produce complete sentences when appropriate to task and situation.
SL.1.1 (c). Ask questions to clear up any confusion about the topics and texts under discussion.	L.1.2 (a). Capitalize dates and names of people. L.1.2 (b). Use end punctuation 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 Upper/lower case letters Short vowel <i>a</i> Ending <i>ck</i> Setting, Character, Story Events Complete sentences Questions and answers	Sub-Topics Short vowel <i>i</i> Setting, Character, Story Events Complete telling sentences Reading comprehension Decoding Following speaking rules Realism and Fantasy	Sub-Topics Short vowel <i>o</i> Character, setting, and main events Key ideas in a text Using illustrations Describing	Sub-Topics Plurals Nouns Inflected endings - <i>s</i> and <i>ing</i> Main idea/key details Retelling a story Collaborative Conversations Capitalization Punctuation	Sub-Topics Verbs Short vowel <i>e</i> Initial consonant blends Informational text Proper Nouns Tense	Sub-Topics Telling and Asking Sentences Short vowel <i>u</i> Final consonant blends Proper English Singular/Plural Nouns Matching nouns and verbs Cause and Effect
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 & lower case letters. I can ask and answer questions about key details in a text. I can identify and write a sentence correctly. I can describe	I can decode to spell one-syllable words. I can follow rules for speaking. I can compare and contrast realism and fantasy stories. I can produce complete	I can decode to spell and read one-syllable words. I can use illustrations and details to describe characters, setting and major events. I can read and spell words with the short <i>o</i> sound.	I can identify the main idea and key topics in a text. I can participate in conversation with small groups and respond to others' comments. I can read words with inflected endings <i>s</i> and	I can read informational text. I can decode words with initial consonant blends. I can read and spell words with the short <i>e</i> sound. I can ask and answer	I can write an asking sentence using a question mark at the end. I can write a telling sentence using a period at the end. I can decode words to read and spell with

<p>*Journal writing: “Sam, Com Back!” – Write a paragraph describing Sam, the dog. Be sure to use adjectives to describe his color, size, and what kind of dog he is (nice, mean, loud).</p> <p>*Oral reading</p> <p>*Buddy reading</p> <p>*Letter tiles</p> <p>*Sentence frame</p> <p>*Story web</p> <p>*Story ball labeled character, setting, etc.</p> <p>*Online games</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ A Song – “Hooked on Phonics Learn to Read Kindergarten” ○ A Song – “The Parts of a Story” 	<p>*Finger Blending</p> <p>*Oral sharing</p> <p>*Story maps</p> <p>*STARFALL (web site)</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ SUMMARY in READING SONG by Heath ○ The Sentence Song With Miss Jenny / www.edutunes.com <p>*Journal writing: “Pig in a Wig” – Pretend you had a Pig in a Wig for a Pet, what would you do with your pet pig? What would you name it? Would you try to take it to school with you? What would your pig look like?</p>	<p>*Illustrate</p> <p>*Journal response</p> <p>*Between the Lions (web site)</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ● Letter O Song <p>*Journal Writing: “The Big Blue Ox” – Describe the ox in the story. What does he look like? What can he do? Which details in the story tell you that the ox is a fictional character?</p>	<p>*Reading circles</p> <p>*Group reading</p> <p>*Story boards</p> <p>*Make poster with pictures of nouns</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ SUMMARY in READING SONG by Heath ○ Schoolhouse Rock Nouns ○ Noun Song – Have Fun Teaching ○ Noun Song from Grammaropolis – “Noun Town” <p>*Journal Writing: “A Fox and a Kit” – Write a letter to someone who cares for you like the fox in the story cares for her kit. Compare how his or her love for you is similar to the love shown in the story.</p>	<p>*Cut paste to match</p> <p>*Marker boards</p> <p>*Writing runway (web site)</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ 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) <p>*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.</p>	<p>*Write sentences on sentence strips.</p> <p>*Sort sentences in asking or telling groups</p> <p>*Use marker boards...read sentences orally to students; let them hold up end punctuation for each sentence.</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ Long Vowels ○ Short ‘u’ – Sound Carnival (The Electric Company) <p>*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.</p> <p>*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</p>
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Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
<ul style="list-style-type: none"> • First grade reading materials, stories, articles, poems, etc. • Journals • On-line games, videos, interactive activities 	<ul style="list-style-type: none"> • Story map • First grade reading materials • Writing journals 	<ul style="list-style-type: none"> • First grade reading text • Journals • Highlighting tape 	<ul style="list-style-type: none"> • First grade reading materials • Story boards • Posters 	<ul style="list-style-type: none"> • First grade reading materials • Marker boards • Internet 	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.3 (a). Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3 (c). Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3 (g). Recognize and read grade appropriate irregularly spelled words.</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4 (a). Read on level text with purpose and understanding.</p> <p>RF.1.4 (b). Read on level text orally with accuracy, appropriate rate and expression on successive readings.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.7. Use illustrations and details in a text to describe its key ideas.</p>	<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>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.</p> <p>L.1.2 (e). Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <p>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.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.3 (d). Use knowledge that every syllable must have a vowel sound to</p>

<p>L.1.2 (c). Use commas in dates and to separate single words in a series.</p> <p>L.1.2 (d). Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.1 (b). Use common, proper and possessive nouns.</p>	<p>determine the number of syllables in a printed word.</p> <p>RF.1.3 (e). Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>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.</p>
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CURRICULUM	CURRICULUM
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Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Unit 1 Review & Assessment	“A Big Fish for Max”	“The Farmer in the Hat”	“Who Works Here?”	“The Big Circle”	“Life in the Forest”
Sub-Topics Digraphs Irregularly spelled words Read with purpose and understanding Oral reading	Sub-Topics Irregularly spelled words Phonics decoding Long <i>a</i> words with the final <i>e</i> CVCe pattern (VOWEL TEAMS WILL BE ADDRESSED LATER) C with the <i>s</i> sound G with the <i>j</i> sound Common, proper nouns Main Idea/topic	Sub-Topics Common, proper and possessive nouns Long <i>l</i> words with final <i>e</i> , CVCe pattern (VOWEL TEAMS WILL BE ADDRESSED LATER) Commas Plays	Sub-Topics Long <i>o</i> words with final <i>e</i> , CVCe pattern (VOWEL TEAMS WILL BE ADDRESSED LATER) Ask and answer questions to clarify understanding	Sub-Topics Long <i>u</i> words with final <i>e</i> , CVCe pattern (VOWEL TEAMS WILL BE ADDRESSED LATER) Informational text (nonfiction) Sequence of Events	Sub-Topics Long <i>e</i> , <i>e</i> and <i>ee</i> (as in he and seed) (VCCV) syllables Author’s Purpose
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 identify, read, and spell words with digraphs. I can read irregularly spelled words. I can read with purpose and understanding. I can read orally with accuracy, appropriate rate and expression.	I can identify common and proper nouns. I can read and spell words with long <i>a</i> , CVCe pattern. I can read and spell words with <i>c/s</i> sounds and <i>g/j</i> sounds. I can use conventional spelling.	I can read and spell words with the long <i>i</i> , CVCe pattern. I can identify and use common and proper and possessive nouns. I can read on level with purpose and understanding. I can use commas.	I can read and spell words with the long <i>o</i> , CVCe pattern. I can ask and answer questions about what a speaker says to help with understanding. I can read and comprehend informational text.	I can read and spell words with long <i>u</i> , CVCe pattern. I can read and explain differences in stories (fiction) and books that give information (nonfiction). I can ask and answer questions to find out sequencing words in a story.	I can read and spell words with long <i>e</i> , <i>ee</i> . I can break words into syllables following basic patterns. I can use standard English in speaking and writing. I can identify the author’s purpose for writing a story.

	<p>I can identify the main idea of the passage.</p> <p>I can retell the key details of a story.</p>			<p>I can identify the sequence of events in a story.</p> <p>I can use sequencing words while writing.</p> <p>I can write a narrative that retells two or more events in order with details about what happened.</p>	<p>I can identify my purpose when I am writing a story.</p> <p>I can identify the reasons an author gives to support points in a text.</p>
<p>Critical Vocabulary</p> <p>Digraphs Irregular spelling Purpose</p>	<p>Critical Vocabulary</p> <p>Common noun Proper noun Long vowel A C/S sounds G/J sounds Main Idea/Topic</p>	<p>Critical Vocabulary</p> <p>Long vowel I Possessive noun Identify Comma Patterns Plays</p>	<p>Critical Vocabulary</p> <p>Long vowel O Patterns Speaker</p>	<p>Critical Vocabulary</p> <p>Long vowel U Differences Informational text Explain Sequence of Events Nonfiction</p>	<p>Critical Vocabulary</p> <p>Long vowel E Syllables Author's Purpose Reasons Patterns</p>
<p>Suggested Strategies/Activities</p> <p>*Project read strategies (arm tapping and sky writing)</p> <p>*H Brothers from Project Read</p> <p>*Finger blending</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ THE DIGRAPH SONG ○ Digraph Dance.wmv <p>*Journal Writing:</p>	<p>Suggested Strategies/Activities</p> <p>*Project read strategies (arm tapping and sky writing)</p> <p>*Finger blending</p> <p>*Brainstorm and make class list of nouns</p> <p>*Sort nouns in two sets (common and proper)</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ Noun Song from Grammaropolis – "Noun Town" (Use 	<p>Suggested Strategies/Activities</p> <p>*Explore through the internet</p> <p>*Finger blending</p> <p>*Daily fix it sentences correcting grammar errors</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ Commas Song ○ Possessive Nouns <p>*Journal Writing: "The Farmer in the Hat" – Pretend that you are one</p>	<p>Suggested Strategies/Activities</p> <p>*On line games</p> <p>*Build words with letter tiles</p> <p>*YouTube video:</p> <ul style="list-style-type: none"> ● Long Vowel "o" Book (Vowels) <p>*Journal Writing: "Who Works Here?" – Our neighborhood has a lot of the same workers as we saw in the story. Which one of these community helpers have</p>	<p>Suggested Strategies/Activities</p> <p>*KWL chart</p> <p>*Trade books</p> <p>*Report on informational reading, students share facts</p> <p>*YouTube video:</p> <ul style="list-style-type: none"> ● Reading Comprehension Strategies: SEQUENCE OF EVENTS <p>*Journal Writing: "The</p>	<p>Suggested Strategies/Activities</p> <p>*Daily fix it sentences, make corrections for standard grammar</p> <p>*Clap out number of syllables a word has</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ Author's Purpose From Comprehension Learning Upgrade ○ Author's Purpose Song by Have Fun Teaching

<p>Describe 1st 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?</p>	<p>this also when teaching proper nouns)</p> <ul style="list-style-type: none"> ○ Fun Learning Song for Kids – More than One <p>*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 go...which season and what time of day?</p>	<p>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?</p>	<p>you ever met? What do they do for their job? Did they wear a uniform? What did you find most interesting about their job?</p>	<p>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?</p>	<p>*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?</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Dictated sentences with digraphs • Oral reading • Daily journal • Fluency Checks • Fresh Reads • DOLCH Word Assessment Check <p>Summative</p> <ul style="list-style-type: none"> • Oral reading check • Written reading test • Spell check tests • Multiple choice reading test to check for understanding of what is read 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class brainstorming list of nouns • Oral reading • Journal writing using correct spelling • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Written test identifying common and proper nouns • Weekly Spell check tests • Oral reading of word list and text 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Spelling in daily writing • Class discussion/ questions and answers • Use of possessive nouns • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Written reading test to check for understanding • Oral reading • Written test on common, proper and possessive nouns • Selection Tests 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Daily journal writing • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Multiple choice reading test • Oral reading • Spell check tests • Selection Tests 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Daily writing • Class discussion • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Written reading test to check for comprehension • Spell check tests • Oral reading • Selection Tests 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Daily writing • Given words to divide into syllables • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Written reading test • Oral reading • Word list broken down into syllables using a basic pattern • Spell check tests

<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Spell check tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Trade books • First grade reading materials • Internet 	<p>Resources Needed</p> <ul style="list-style-type: none"> • First grade reading text • Chart paper for class list 	<p>Resources Needed</p> <ul style="list-style-type: none"> • On level reading materials • Internet educational sites • Daily fix it sentences 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Letter tiles • Matching activity • First grade reading material 	<p>Resources Needed</p> <ul style="list-style-type: none"> • On level informational text • Educational web sites 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Daily fix it sentences • First grade reading materials • Internet

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

<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>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.</p>			<p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>SL.1.4. Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p>		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
“Honey Bees”	Unit 2 Review & Assessment	“An Egg is an Egg”	“Ruby in Her Own Time”	“Jan’s New Home”	“Frog and Toad Together”
<p>Sub-Topics Y as a vowel Word skills Compare/contrast Illustrations Details Facts</p>	<p>Sub-Topics Ask and answer questions Final <i>ng</i> and <i>nk</i> Words that suggest feelings or appeal to the senses Using Picture Prompts</p>	<p>Sub-Topics Word recognition skills R controlled vowels (<i>or</i>) Describing Change Context Clues Experiences</p>	<p>Sub-Topics Adjectives R controlled vowels (<i>ar</i>) Compare/contrast Fiction/Nonfiction</p>	<p>Sub-Topics Differences in books Whose telling the story R controlled vowels (<i>ir, er, and ur</i>) Expanded Sentences Theme Central Message</p>	<p>Sub-Topics Compare/contrast Describe with details Words that compare – <i>-er, -est,</i> Decode – <i>dge</i> Elements of Plot Summarizing</p>
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
<p>I CAN STATEMENTS:</p> <p>I can read, spell, and decode words with <i>y</i> as a vowel.</p> <p>I can read on level with purpose (compare/contrast) and understanding.</p> <p>I can gather and use information from a story to answer a question.</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell, and decode words with the final <i>ng</i> and <i>nk</i>.</p> <p>I can ask and answer questions about the topics and texts.</p> <p>I can read on level with purpose and understanding.</p> <p>I can identify words and</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell, and decode words with <i>r</i> controlled vowel (<i>or</i>).</p> <p>I can use content for word recognition.</p> <p>I can read on level with purpose and understanding.</p> <p>I can recall information from experiences to</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell, and decode words with <i>r</i> controlled vowel (<i>ar</i>).</p> <p>I can identify adjectives in a story.</p> <p>I can use frequently occurring adjectives.</p> <p>I can explain the differences in books that give information</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell, and decode words with <i>r</i> controlled vowels (<i>ir, er, or</i>).</p> <p>I can write simple and compound sentences.</p> <p>I can write declarative sentences.</p> <p>I can write interrogative sentences.</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell, and decode words with <i>er, est</i>.</p> <p>I can read, spell and decode words with <i>dge</i>. (Hard and soft <i>g</i> sound).</p> <p>I can identify who is telling the story.</p> <p>I can describe things and events with details.</p>

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

<p>KID</p> <ul style="list-style-type: none"> o I Love Charts Music Video o PBS KIDS (Make a connection for students that charts are a way to compare and contrast information.) <p>*Journal Writing: “Honey Bees” – The worker bees in the story have a lot of important jobs. Why are worker bees so important to the hive? Find details from the story to support your answer.</p>	<p>*Journal Writing: Search online for a picture of a beach to show the students. TASK: Write about this picture. This is a fictional writing so you can make up all of the details. Are you living on this beach? Are you on vacation there? Are you visiting your grandparents there? Are you on a school field trip? How does the sand feel? How is the weather?</p>	<p>is an Egg” – The story talks all about how things change. Describe your own life and how you have changed. Has your size changed? Has your hair changed? Have your teeth changed? Have your taste buds changed?</p>	<p>Adjectives</p> <ul style="list-style-type: none"> o Adjective Song o Adjective Song from Grammaropolis – “Paint the Way” <p>*Journal Writing: “Ruby in Her Own Time” – Ruby learned to do things in her own time, which was often slower than the other ducklings. Describe something that was hard for you and that you didn’t learn as easily as your friends. Compare how you felt to how Ruby felt in the story.</p>	<p>you are moving like Jan in the story. How would you feel? What do you think would make you feel good about moving? Would you be excited about anything?</p>	<p>*Journal Writing: “Frog and Toad Together” – Toad wanted his seeds to grow so bad in the story that he was willing to try anything even shouting at them. Describe something that you have wanted so bad that you would do anything to get it. Maybe an AR point club that you thought you could never reach, an expensive new toy that you had to save for, a new pet that your parents were making you prove you were ready for...What did you do to get what you wanted? Did it take a lot of hard work, patience, or time?</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Journal writing • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Spelling test • Reading Fluency • Short quiz • Reading test 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Daily writing • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Spelling test • Reading test • Reading Fluency • Short quiz 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Oral questions and answers • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Spelling test • Reading Fluency • Short quiz • Reading test 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • List adjectives • Journal writing • Fluency Checks • Fresh Reads • DOLCH Word Progress Check <p>Summative</p> <ul style="list-style-type: none"> • Adjective quiz • Spelling test • Reading Fluency • AR Reading test 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral questions and answers • Oral reading • Teacher observations • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Spelling test • Reading test • Reading Fluency 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral questioning • Oral reading • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Spelling test • Reading Fluency • Short quiz • AR Reading test

<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • 1st grade reading materials • Project Read materials • Trade books 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Sentence strips • Dry erase boards • Journals • Internet Clipart 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Bossy R story (Project Read) • Trade books • First grade reading materials 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Sentence strips • I pad • First grade reading materials • Project Read • Trade books 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Various reading books on first grade level • Larry Bell's chart • Internet 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Venn diagram • Paddle boards • 1st grade reading materials • Internet

Weeks 19 - 21	Weeks 22 - 24
<p align="center">Unit/Topic Informational & Narrative</p>	<p align="center">Unit/Topic Poetry, Informational/Explanatory & Opinion</p>
<p align="center">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>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.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p align="center">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>L.1.1 (d). Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>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.</p> <p>RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>L.1.4 (c). Identify frequently occurring root words and their inflectional forms.</p> <p>L.1.4 (b). Use frequently occurring affixes as a clue to the meaning of a word.</p>

<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>L.1.4 (a). Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.5 (c). Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>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.</p>	<p>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>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.</p> <p>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.</p>
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CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
“I’m a Caterpillar”	“Where Are My Animal Friends?”	Unit 3 Review & Assessment	“Mama’s Birthday Present”	“The Dot”	“Mister Bones: Dinosaur Hunter”
<p>Sub-Topics</p> <p>Words with long a (ay and ai) Asking questions Various test features Idea Drawings Drawing Conclusions Making Inferences</p>	<p>Sub-Topics</p> <p>Words with long e (ea) Information provided by text and pictures</p>	<p>Sub-Topics</p> <p>Words with long o (oa and ow) Consonant clusters Context clues</p>	<p>Sub-Topics</p> <p>Words with long l (ie and igh) Words with initial kn and wr Pronouns Prose and poetry</p>	<p>Sub-Topics</p> <p>Words with ew, ue and ui Informative text Connections in texts</p>	<p>Sub-Topics</p> <p>Affixes ly and ful Vowel in moon Root words Writing Opinions Main Character Using Details</p>
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
<p>I CAN STATEMENTS:</p> <p>I can read spell and decode words with long a (ay and ai).</p> <p>I can ask question to clarify meanings.</p> <p>I can identify text</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell and decode words with long e (ea).</p> <p>I can tell the difference between information provided by pictures or text.</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell and decode words with long o (oa and ow).</p> <p>I can read, decode and spell words with consonant clusters.</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell and decode words with long l (ie and igh), kn and wr.</p> <p>I can identify personal, possessive, and indefinite pronouns.</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell and decode words with ew, ue and ui.</p> <p>I can write a friendly letter.</p> <p>I can describe</p>	<p>I CAN STATEMENTS:</p> <p>I can read, spell and decode words with ly and ful endings.</p> <p>I can read, spell and decode words with vowel in (moon).</p>

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

<p>*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.</p>	<p>*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?</p>	<p>with consonant cluster next student has to add one to it)</p> <p>*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.</p>	<ul style="list-style-type: none"> o Schoolhouse Rock Rufus Xavier Sarsaparilla (Pronouns) o For Kids, The Personal Pronoun Song o Pronouns PBS KIDS <p>*Journal Writing: http://www.readwritethink.org/files/resources/interactives/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.</p> <p>*Journal Writing: Write an Acrostic Poem with the word PRESENT.</p> <p>*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</p>	<p>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.</p>	<p>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.</p>
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			gifts or Grandparent's Day gifts.)		
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Write questions • Fluency Checks • Fresh Reads 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher observation • Writing • Fluency Checks • Fresh Reads 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher observation • Building words • Fluency Checks • Fresh Reads 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class participation • Oral reading • Word list • Fluency Checks • Fresh Reads 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading of informational text • Reading and writing words • Fluency Checks • Fresh Reads 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Fill in blank • Oral reading • Word list • Fluency Checks • Fresh Reads • DOLCH Word Progress Check
<p>Summative</p> <ul style="list-style-type: none"> • Constructive writing • AR Reading tests • Written questions • Selection Tests • Spell check tests 	<p>Summative</p> <ul style="list-style-type: none"> • Oral reading • Written reading test • Selection Tests • Spell check tests 	<p>Summative</p> <ul style="list-style-type: none"> • Oral reading • Spell check tests • Reading test • Selection Tests 	<p>Summative</p> <ul style="list-style-type: none"> • Teacher made pronoun test • Use of pronouns in daily writing assignment • Selection Tests • Spell check tests 	<p>Summative</p> <ul style="list-style-type: none"> • AR Reading tests • Informational writing • Constructive responses • Selection Tests • Spell check tests 	<p>Summative</p> <ul style="list-style-type: none"> • Teacher made root word test • AR Reading test • Selection Tests • Spell check tests
<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • First grade reading with various text features • Flashcards • Journals • AR access 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Poems and proses • First grade Informational texts • Internet • Journals 	<p>Resources Needed</p> <ul style="list-style-type: none"> • First grade reading materials • Letter tiles • Journals 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Word list • On level reading materials (poetry) • Magnetic letters • Internet • Journals 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Informational texts • Sidewalk chalk • First grade reading materials • Journals • AR access 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Letter tiles • On level reading text • Journals • AR access

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Weeks 25 - 27			Weeks 28 - 30		
Unit/Topic Literary, Opinion & Informational/Explanatory			Unit/Topic Literary/Informational, Opinion & Narrative		
KENTUCKY CORE ACADEMIC STANDARDS			KENTUCKY CORE ACADEMIC STANDARDS		
<p>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.</p> <p>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.</p> <p>RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 (b). Read on level text orally with accuracy, appropriate rate and expression on successive readings.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>L.1.5 (a). Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>L.1.5 (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).</p>			<p>L.1.1 (i). Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>RF.1.3. Know and apply grade level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 (b). Read on level text orally with accuracy, appropriate rate and expression on successive readings.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.8. Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>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.</p> <p>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.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30

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

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<p>*Have an oral debate on a given subject before writing an opinion piece</p> <p>*Cut and paste words into categories</p> <p>*Sorting trays and sorting charts</p> <p>*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.</p> <p>*Journal Writing: Write an opinion piece on your thoughts about The Moon Festival. Would you like to attend? Why would you or would you not like to attend?</p>	<p>*Clap out words to find number of syllables</p> <p>*Project Read strategies for dividing words into syllables</p> <p>*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.</p>	<p>*Use T chart</p> <p>*Look, Cover and Spell game</p> <p>*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?</p>	<p>*Act out preposition words</p> <p>*Make a book using prepositions and illustrate them</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ Schoolhouse Rock Prepositions ○ Gimme Prepositional Phrase – Preposition Song ○ Grammar Rock Preposition <p>*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 favorite. Give three reasons that you would suggest a friend read this story.</p>	<p>*Sparkle, Sparkle Zap (spelling game)</p> <p>*Story games online</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ Author’s Purpose From Comprehension Learning Upgrade – Song ○ Author’s Purpose.mov <p>*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?</p>	<p>*Word games (SpellBound) Students see the word spelled correctly, then letters are mixed up. Students have to put them in order again</p> <p>*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?</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> ● Teacher observation ● First draft writing piece 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> ● Oral clapping of words ● Oral reading VCV patterns 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> ● Oral answers ● Oral reading ● Fluency Checks 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> ● Teacher observation ● Oral questions and answers 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> ● Spelling game (oral spelling) ● Oral questions and answers 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> ● Daily writing ● Oral reading ● Fluency Checks

<ul style="list-style-type: none"> Fluency Checks Fresh Reads <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Final draft on writing piece Word sorting quiz Selection Tests Spell check tests <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Fluency Checks Fresh Reads <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Syllable quiz Vocabulary Word test Selection Tests Spell check tests <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Fresh Reads <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> AR Reading tests Teacher made inflected endings quiz Selection Tests Spell check tests <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Fluency Checks Fresh Reads <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Teacher made test Spell check tests Daily writing Selection Tests <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Fluency Checks Fresh Reads <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Spell check test AR Reading test Fluency test Selection Tests <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Fresh Reads DOLCH Word Progress Check <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Completed written narrative Spell check tests AR Reading test Selection Tests <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> First grade reading materials Sorting trays and sorting charts 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Various reading texts Stories on line Journals 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> T chart First grade reading materials Word list AR access 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Various first grade texts Book making materials Internet 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Reading text for first grade Internet AR access 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> Reading text for first grade AR access Journals

Weeks 31 - 33	Weeks 34 - 36
Unit/Topic Literary, Biographical Research & Informational	Unit/Topic Foundations, Informational, Letters & Reflection
KENTUCKY CORE ACADEMIC STANDARDS L.1.1 (h). Use determiners (e.g., articles, demonstratives). 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.	KENTUCKY CORE ACADEMIC STANDARDS 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 of instructions). W.1.2. Write informational/explanatory texts in which they name a topic,

<p>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.</p> <p>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.</p> <p>W.1.7. Participate in shared research and writing projects.</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>RF.1.4 (b). Read on level text orally with accuracy, appropriate rate and expression on successive readings.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p>	<p>supply some facts about the topic, and provide some sense of closure.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>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.).</p> <p>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.</p> <p>RF.1.4 (a). Read on-level text with purpose and understanding.</p> <p>RF.1.4 (b). Read on-level text orally with accuracy, appropriate rate and expression on successive readings.</p> <p>RF.1.4 (c). Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RI.1.1. Ask and answer questions about key details in a text.</p> <p>RI.1.2. Identify the main topic and retell key details of a text.</p> <p>RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>
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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 First Kite”	Unit 5 Review & Assessment	End of Year Scott Foresman Test
Sub-Topics Digital tools for writing Reading on level Responding to peer questions	Sub-Topics Add details to writing Reading on level Informational Writing Main Topic	Sub-Topics Determiners Reading on level Key Details Research	Sub-Topics Shades of meaning in verbs Using words acquired to respond o text	Sub-Topics Research/writing project Reading on level	Sub-Topics Reading on level Expression Written Communication

<p>*Write and publish books of interest using computers</p> <p>*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?</p> <p>*Work in peer partners to discuss writing pieces.</p>	<p>*Brainstorm words that add details</p> <p>*YouTube videos:</p> <ul style="list-style-type: none"> ○ Simple Machines with Bill Nye ○ Simple Machines (Song and Lyrics) <p>*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?</p>	<p>*Word games</p> <p>*Songs</p> <p>*Video</p> <p>*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.)</p>	<p>*Word web for verbs</p> <p>*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.</p>	<p>*Group work for research project</p> <p>*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?</p>	<p>*Reading eggs (Purchased computer program for first grade)</p> <p>*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?</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher observation • Daily writing • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Written assessment on digital tools • Selection Tests 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Daily writing • Oral reading • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Extended writing • Reading checks (written and oral) 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Daily journal writing • Oral questioning • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Quiz • Reading fluency check 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Use of verbs in daily writing • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Verb quiz • Reading fluency check 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Teacher observation • Oral reading • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • Student writing research project • Reading checks 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Oral reading • Fluency Checks • Fresh Reads <p>Summative</p> <ul style="list-style-type: none"> • STAR reading assessment • DOLCH Word

<ul style="list-style-type: none"> • Spell check tests • AR Reading Test <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests • Spell check tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests • Spell check tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests • Spell check tests • AR Reading Test <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Selection Tests • Spell check tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Summative Assessment</p> <ul style="list-style-type: none"> • Dibels • Reading fluency • Selection Tests • Spell check tests <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Digital tools • Reading materials for first grade • Journals 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Daily journals • Various reading materials for first grade • Internet access 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Reading materials for first grade • Songs • Video • Journals • Word Games 	<p>Resources Needed</p> <ul style="list-style-type: none"> • First grade text • Word web graphic organizer • Journals • Letters poster 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Various research tools (Internet, informational books, etc.) • Journals 	<p>Resources Needed</p> <ul style="list-style-type: none"> • STAR test • Dibels test • Reading fluency check test • Journals • Reading Eggs
<p>Grade 1 NOVEL TEXT EXEMPLARS: <i>Little Bear</i> (Else Holmelund Minarik), <i>Are You My Mother?</i> (P.D. Eastman), <i>Green Eggs and Ham</i> (Dr. Seuss), <i>Put Me in the Zoo</i> (Robert Lopshire), <i>Frog and Toad Together</i> (Arnold Lobel), <i>Owl at Home</i> (Arnold Lobel), <i>Pancakes for Breakfast</i> (Tomie DePaola), <i>Hi! Fly Guy</i> (Tedd Arnold), <i>The Wonderful Wizard of Oz</i> (L. Frank Baum), <i>Little House in the Big Woods</i> (Laura Ingalls Wilder), <i>Mr. Popper’s Penguins</i> (Richard and Florence Atwater), <i>Finn Family</i> (Tove Jansson), <i>A Story, A Story</i> (Gail E. Haley), <i>The Paper Crane</i> (Molly Bang), <i>Lon Po Po: A Red-Riding Hood Story from China</i> (Ed Young), <i>Family Pictures</i> (Carmen Lomas Garza), <i>Tomas and the Library Lady</i> (Pat Mora), <i>Kitten’s First Full Moon</i> (Kevin Henkes)</p>					