**Kindergarten - Marking Period One**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Print Concepts/Book Handling**  CC.1.1.K.A  CC.1.1.K.B | 20  (10 min. daily) | Unit EQ: How do you use a book?   * How do you follow print? * What is the difference between a letter, a word, and a sentence? * Where do you find the author, illustrator, and title of a book?   **Assessment:**  Classroom observation | left to right tracking, top to bottom |
| **Phonological Awareness**  CC.1.1.K .C | 45  (10 min. daily) | Unit EQ: How do you use letter sounds in speaking and listening?   * What are rhyming words? * What sound does letter \_\_\_\_\_ make?   **Assessment:**  Rhyming Assessment | Words Their Way Sorts may be best used as at a learning center.  **Suggested Word Their Way Sorts:**  **Words Their Way - Emergent Early Letter Name**  **Rhyming Sorts** # 7, 8, 9, 10  **Beginning Sound Sorts** #14 (b,m), 15 (r,s), 16 (b,m,r,s), 19 (t, g), 20 (n,p), 21 (t,g,n,p), 24 (c,h), 25 (f, d), 26 (c,h, f, d), 29 (l,k)  **Beginning Letter Sound Order**: /t/, /b/, /f/, /n/, /m/, /k/ - c, /a/, /i/, /r/, /o/, /g/, /d/, /s/, /e/, /u/, /l/, /h/, /k/  **Beginning Sound Pacing Guide:**  Week 1 - Readiness  Week 2 - /t/, /b/  Week 3 - /f/, /n/, /m/  Week 4 - /c/, /a/  Week 5 - /i/, /r/  Week 6 - /o/, /g/, /d/  Week 7 - /s/, /e/  Week 8 - /u/, /l/  Week 9 - /h/, /k/ |
| **Phonics and Word Recognition**  CC.1.1.K.D | 45  (15 min. daily) | Unit EQ: How do letters and sounds help you to read and write?   * What does the letter \_\_\_ look like and sound like? * How do you read high frequency words?   **Assessments:**  Letter Name and Sound Assessment  DIBELS | Words Their Way Sorts may be best used as at a learning center.  **Suggested Word Their Way Sorts:**  **Words Their Way - Emergent Early Letter Name**  **Letter Recognition Sorts** # 17(b,m,a), 18 (r,s,e), 22 (t,g,e), 23 (n,p,i), 27 (c,h,i), 28 (f,d,a), 32 (l,k,o)  **Letter Identification Order:** Tt, Bb, Ff, Nn, Mm, Cc, Aa, Ii, Rr, Oo, Gg, Dd, Ss, Ee, Uu, Ll, Hh, Kk  **Dolch Pre-Primer list:**  I, see, my, like, a, to, go  **Letter Identification / Pre- Primer List Pacing Guide:**  Week 1 - Readiness  Week 2 - Tt, Bb  Week 3 - Ff, Nn, Mm  Week 4 - Cc. Aa  Week 5 - Ii, Rr (I, see)  Week 6 - Oo, Gg, Dd (my)  Week 7 - Ss, Ee (like)  Week 8 - Uu, Ll (a, to)  Week 9 - Hh, Kk (go)  Resource Notes:  \*Use Fundations keywords when introducing letter names and sounds.  \* [www.mrsperkins.com](http://www.mrsperkins.com) has great Dolch list resources. (Please note that the word “like” is not on the Dolch Pre-primer list. It has been added on our list due to students’ frequent use of “like” in writing and reading.)  \* I Can Read - DVD’s and blackline masters  \* [www.starfall.com](http://www.starfall.com) - great website for letter recognition (could be used at center time)  \* [www.abcya.com](http://www.abcya.com) - great website for letter recognition, upper/lowercase letter match, and high frequency words |
| **Reading Literature**  CC.1.3.K.A  CC.1.3.K.E  CC.1.3.K.G  CC.1.3.K.K  CC.1.3.K.D | 5 | Unit EQ: How do you understand and respond to fictional stories?   * What is fiction? * How do illustrations help you understand the story?   **Assessment:**  Classroom discussion and observation (thumbs up/thumbs down) |  |
| **Speaking and Listening**  CC.1.5 K.A  CC.1.5 K.B  CC.1.5 K.C  CC.1.5 K.D  CC.1.5 K.E  CC.1.5.K.G | 5 | Unit EQ: How can you be a good speaker? How can you be a good listener?   * How can you be a good listener?   **Assessment:**  Speaking and Listening Checklist | Five characteristics of a good listener:  eyes on speaker  ears listening  mouth quiet  hands in lap  feet and body still |
| **Narrative (Personal) Writing**  CC 1.4.K.M  CC.1.4.K.N  CC.1.4.K.R  CC.1.4.K.T | 45  (10 min. daily) | Unit EQ: How do you draw a picture and write a story about an event that happened in your life?   * How do you create a picture to tell a story about yourself? * How do you tell about your picture? * Why is it important to put spaces between words? * What strategies do you use to spell words?   **Assessment:**  Kidwriting samples  Kindergarten Writing Benchmark Chart | **Kidwriting (Feldgus)**  **Units of Study (Calkins)** |
| **Handwriting** | 45  (15 min. daily) |  | **Handwriting Without Tears**  Kindergarten Teaching Guidelines - Weeks 1-9 (Teacher’s guide pages 176-177)  Resource Notes:  Rock, Rap, Tap and Learn CD |

**Kindergarten Grade - Marking Period 2**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Print Concepts/Book Handling**  CC.1.1.K.A  CC.1.1.K.B | 10  (5 min. daily) | Unit EQ: How do you use a book?   * How do you follow print? * What does an author and illustrator do?   **Assessment:**  Classroom Observation and Discussion | left to right, top to bottom, return sweep with two lines of text, one to one correspondence when tracking print |
| **Phonological Awareness**  CC.1.1.K.C | 45  (10 min. daily) | Unit EQ: How do you use letter sounds in speaking and listening?   * How do you make words that rhyme? * What sound does letter \_\_\_\_\_\_ make? * How do sounds make words? * How do you count syllables in a word? * How do you break a word apart into sounds?   **Assessments:**  Rhyming Assessment  Letter Name and Sound Assessment  Syllable Assessment Activity | Words Their Way Sorts may be best used as at a learning center.  Suggested Words Their Way Sorts:  Words Their Way - Emergent Early Letter Name  **Rhyming Sorts** # 11, 12, 13  **Beginning Sound Sorts**: 30 (j, w, q), 31 (l, k, j, w), 34 (y, z, v)  **Ending Sound Sort**  35 (t, x)  **Beginning Letter Sound Order:** /p/, /j/, /v/, /w/, /z/, /kw/ qu, /y/, /ks/x  **Beginning Sound Pacing Guide**  Week 1 - /p/, /j/  Week 2 - /v/, /w/  Week 3 - /z/, /q/  Week 4 - /y/, /x/ |
| **Phonics/Word Recognition**  CC.1.1.K.D | 45  (15 min. daily) | Unit EQ: How do letters and sounds help you to read and write?   * What does the letter \_\_\_ look like and sound like? * How do you read high frequency words?   **Assessments:**  Dolch Pre-Primer Assessment Kindergarten (first 17 words)  Letter Name and Sound Assessment | Words Their Way Sorts may be best used as at a learning center.  Suggested Words Their Way Sorts:  Words Their Way - Emergent Early Letter Name  **Letter Recognition Sorts** 33 (j,w,q),  36 (y,z,v), 37 (t,x,u)  **Letter Identification Order:** Pp, Jj, Vv, Ww, Zz, Qq, Yy, Xx  **Dolch Pre-Primer list:**  can, it, and, you, the, me, look, here, is, play  **Letter Identification and Pre-Primer List Pacing Guide:**  Week 1 - Pp, Jj (can)  Week 2 - Vv, Ww (it)  Week 3 - Zz, Qq (and)  Week 4 - Yy, Xx (you)  Week 5 - Review letter identification (the)  Week 6 - (me, look)  Week 7 - (here, is)  Week 8 - (play)  Week 9 - Review and Assess  Resource Notes:  \*Use Fundations keywords when introducing letter names and sounds.  \* [www.mrsperkins.com](http://www.mrsperkins.com) has great Dolch list resources. (Please note that the word “like” is not on the Dolch Pre-primer list. It has been added on our list due to students’ frequent use of “like” in writing and reading.)  \* [www.starfall.com](http://www.starfall.com) - great website for letter recognition (could be used at center time)  \* [www.abcya.com](http://www.abcya.com) - great website for letter recognition, upper/lowercase letter match, and high frequency words  \* I Can Read DVD and blackline masters |
| **Reading Literature**  CC.1.3.K.A  CC.1.3.K.C  CC.1.3.K.D  CC.1.3.K.E  CC.1.3.K.F  CC.1.3.K.G  CC.1.3.K.I  CC.1.3.K.K | 5 | Unit EQ: How do you understand and respond to fictional stories?   * What does an author and illustrator do?   **Assessment:**  Classroom Discussion and Observation (thumbs up/thumbs down, turn and talk) |  |
| **Informational Reading**  CC.1.2.K.E  CC.1.2.K.L | 5 | Unit EQ: How do you respond to informational text?   * What is an informational text? * What is the difference between fiction and nonfiction? | Resource: Scholastic News |
| **Speaking and Listening**  CC.1.5 K.A  CC.1.5 K.B  CC.1.5 K.C  CC.1.5 K.D  CC.1.5 K.E  CC.1.5.K.G | 5 | Unit EQ: How can you be a good speaker? How can you be a good listener?   * How can you be a good speaker? * How do you speak clearly and loudly enough that your friends can understand you?   **Assessment:**  Speaking and Listening Checklist | Characteristics of a good speaker:  speak loudly enough to be heard  makes eye contact with audience  faces audience  speaks at a reasonable pace |
| **Narrative (Imagined) Writing**  CC.1.4.K.M  CC.1.4.K.O  CC.1.4.K.P  CC.1.4.K.R | 10 | Unit EQ: How do you write a story about a make believe event?   * How do you draw a picture about a make believe event? * How do you write about your picture? * Why is it important to put spaces between words? * What strategies do you use to spell words? * What do you put at the end of a sentence?   **Assessment:**  Kidwriting Sample - Writing to a prompt.  Kindergarten Writing Benchmark Chart | **Kidwriting (Feldgus)**  **Units of Study (Calkins)** |
| **Handwriting** | 45  (15 min. daily) |  | **Handwriting Without Tears**  Kindergarten Teaching Guidelines - Weeks 10-18 (Teacher’s guide pages 176-179)  Resource Notes:  \*Rock, Rap, Tap and Learn CD |

**Kindergarten Grade - Marking Period 3**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Phonological Awareness**  CC.1.1.K.C | 30  (10 min. daily) | Unit EQ: How do you use letter sounds in speaking and listening?   * How do you break a word apart into sounds? * How do you blend sounds to make a word? * How do you read word family words?   **Assessment:**  DIBELS  Words Their Way, Word sort activity | Words Their Way Sorts may be best used as at a learning center.  Suggested Words Their Way Sorts:  Words Their Way - Letter Name  Same Vowel Word Families Sorts# 6 (-at, -an), 10 (-op, -og, -ot) |
| **Phonics/Word Recognition**  CC.1.1.K.D | 30  (15 min. daily) | Unit EQ: How do letters and sounds help you to read and write?   * How do you read high frequency words? * How do you read words with short vowels?   **Assessment:**  Dolch Pre-Primer Assessment Kindergarten (first 31 words)  Reading Short Vowel Words Assessment | Words Their Way Sorts may be best used as at a learning center.  Suggested Words Their Way Sorts for remediation  Words Their Way -Letter Name  **Beginning Consonants Sorts** # 1 (b,m,r,s), 2 (t,g,n,p), 3 (c,h,f,d), 4 (l,k,j,w), 5 (y,z,v)  **Dolch Pre-Primer list:**  we, for, said, big, little, down, up, not, red, blue, yellow, come, run, in  **Pre-Primer List Pacing Guide:**  Week 1 - (we, for)  Week 2 - (said)  Week 3 - (big, little)  Week 4 - (down, up)  Week 5 - (not)  Week 6 - (red, blue, yellow)  Week 7 - (come)  Week 8 - (run, in)  Week 9 - Review and Assess  \*The Dolch Pre-Primer list is essential learning for all kindergarteners. Add other words to the word wall as needed for students’ reading and writing. (Example: love, friend, etc.)  Resource Notes:  \* [www.mrsperkins.com](http://www.mrsperkins.com) has great Dolch list resources. (Please note that the word “like” is not on the Dolch Pre-primer list. It has been added on our list due to students’ frequent use of “like” in writing and reading.)  \* [www.starfall.com](http://www.starfall.com) - great website for letter recognition (could be used at center time)  \* [www.abcya.com](http://www.abcya.com) - great website for letter recognition, upper/lowercase letter match, and high frequency words |
| **Reading Literature**  CC.1.3.K.A  CC.1.3.K.B  CC.1.3.K.C  CC.1.3.K.F  CC.1.3.K.I  CC.1.3.K.K | 10  (15 min. daily) | Unit EQ: How do you understand and respond to fictional stories?   * Who is in the story? Where does the story take place? * How do I tell story events in sequence? (beginning, middle, end)   **Assessment:**  Classroom discussion identifying beginning, middle and end of fictional story  Responding to Literature Assessment (Characters and Setting) | character  setting  parts of a story: beginning, middle and end |
| **Informational Reading**  CC.1.2.K.A  CC.1.2.K.F  CC.1.2.K.G  CC.1.2.K.J  CC.1.2.K.K  CC.1.2.K.L | 5 | Unit EQ: How do you respond to informational text?   * How do photographs or pictures help you understand the text?   **Assessment:**  Classroom Discussion and Observation | Scholastic News  Nonfiction books |
| **Fluency**  CC.1.1.K.E | 10 | Unit EQ: How do you read emergent reader text with purpose and understanding?   * What is fluency? * How does rereading improve your fluency? * How do high frequency words help you read? | Fountas and Pinnell LLI materials  Words Their Way Poems  Houghton Mifflin Emergent Readers |
| **Informational Writing**  CC.1.4.K.A  CC.1.4.K.B  CC.1.4.K.C  CC.1.4.K.D  CC.1.4.K.E  CC.1.4.K.F | 10 | Unit EQ: How do you write about a topic?   * How do you decide what you will write about? * How do you add details to your story? * Where do you use a capital letter? * What do you put at the end of a sentence? * What strategies do you use to spell words?   **Assessment:**  Kidwriting Sample - given a nonfiction topic  Kindergarten Writing Benchmark Chart | **Kidwriting (Feldgus)**  **Units of Study (Calkins)** |
| **Grammar**  CC.1.4.K.F  CC.1.4.K.L  CC.1.4.K.R | 5 | Unit EQ: How do you communicate clearly?   * What is a noun? | Assessed in 4th marking period |
| **Handwriting** | 45  (15 min. daily) |  | **Handwriting Without Tears**  Kindergarten Teaching Guidelines - Weeks 19-27 (Teacher’s guide pages 178-181) |

**Kindergarten Grade - Marking Period 4**

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| **Unit** | **Days** | | **Essential Questions** | | **Notes/Resources** | |
| **Phonological Awareness**  CC.1.1.K.C | 20 | | Unit EQ: How do you use letter sounds in speaking and listening?   * How do you break a word apart into sounds? * How do you blend sounds to make a word? * How do you break a word into syllables?   **Assessment:**  DIBELS | | Words Their Way Sorts may be best used as at a learning center.  Suggested Words Their Way Sorts:  Words Their Way - Letter Name  Same Vowel Word Families Sorts # 12 (-ug, ut, un), 13 (-et, -eg, -en) | |
| **Phonics/Word Recognition**  CC.1.1.K.D  **Reading**  **Literature**  CC.1.3.K.A  CC.1.3.K.C  CC.1.3.K.F  CC.1.3.K.I  CC.1.3.K.H | | 45  (15 min. daily) | | Unit EQ: How do letters and sounds help you to read and write?   * How do you read high frequency words? * How do you read words with short vowels? * How do you read words with long vowels?   **Assessment:**  Dolch Pre-primer checklist (all 41 words)  Unit EQ: How do you understand and respond to fictional stories?   * What is the problem and solution in a story? * How are the events and characters in two stories the same and/or different?   **Assessment:**  Classroom Discussion | | **Dolch Pre-Primer list:**  jump, help, make, one, two, three, find, funny, away, where  **Long Vowel Patterns:**  CVCe  **Pre-Primer List Pacing Guide**  Week 1 - (jump, help)  Week 2 - (make)  Week 3 - (one, two, three)  Week 4 - (find)  Week 5 - (funny)  Week 6 - (away)  Week 7 - (where)  Week 8 - Review and Assess  Week 9 - Review and Assess  \*The Dolch Pre-Primer list is essential learning for all kindergarteners. Add other words to the word wall as needed for students’ reading and writing. (Example: this, with, etc.)  Resource Notes:  \* [www.mrsperkins.com](http://www.mrsperkins.com) has great Dolch list resources. (Please note that the word “like” is not on the Dolch Pre-primer list. It has been added on our list due to students’ frequent use of “like” in writing and reading.)  \* [www.starfall.com](http://www.starfall.com) - great website for decodable text. Could be used at center time.  \* [www.abcya.com](http://www.abcya.com) - great website high frequency word practice. Could be used at center time.)  Suggested literature:  Owen by Kevin Henkes  Ira Sleeps Over by Bernard Waber  A Letter to Amy by Ezra Jack Keats | |
| **Phonological Awareness** | 30  (10 min. daily) | | Unit EQ: How do you use letter sounds in speaking and listening?   * How do you break a word apart into sounds? * How do you blend sounds to make a word? * How do you read word family words?   **Assessment:**  DIBELS  Words Their Way, Word sort activity | | Words Their Way Sorts may be best used as at a learning center.  Suggested Words Their Way Sorts:  Words Their Way - Letter Name  Same Vowel Word Families Sorts# 12 (-ut, -un, ug), #13 (-en, -et, -eg) | |
| **Reading Literature**  CC.1.3.K.A  CC.1.3.K.B  CC.1.3.K.C  CC.1.3.K.F  CC.1.3.K.I  CC.1.3.K.K | 10  (15 min. daily) | | How can you understand and respond to fictional stories?   * Who is in the story? Where does the story take place?   **Assessment:**  Responding to Literature Assessment (Characters and Setting) | |  | |
| **Speaking and Listening**  CC.1.5 K.A  CC.1.5 K.B  CC.1.5 K.C  CC.1.5 K.D  CC.1.5 K.E  CC.1.5.K.G | 5 | | Unit EQ: How can you be a good speaker? How can you be a good listener?   * How do you ask and answer questions to understand information?   **Assessment:**  Speaking and Listening Checklist | | Answering questions with a complete sentence.  Recognizing the difference between a statement and a question.  Use question words. | |
| **Opinion Writing**  CC.1.4.K.G  CC.1.4.K.H  CC.1.4.K.I  CC.1.4.K.J  CC.1.4.K.L | 5 | | Unit EQ: How do you write your opinion about a topic?   * How do you support your opinion with reasons? * What do you put at the end of a sentence? * Why is it important to put spaces between words? * What does a sentence have at the beginning? * What strategies do you use to spell words?   **Assessment:**  Kidwriting sample  Kindergarten Writing Benchmark Chart | | **Kidwriting (Feldgus)**  **Units of Study (Calkins)** | |
| **Grammar**  CC.1.4.K.F  CC.1.4.K.L  CC.1.4.K.R | 10 | | Unit EQ: How do you communicate clearly?   * What is a verb? * What are question words? * What are plural nouns?   **Assessments:**  Nouns/Verbs  Plural Nouns  Question Words | |  | |
| **Handwriting** | 40 days (10-15 min. per day) | |  | | **Handwriting Without Tears**  Kindergarten Teaching Guidelines: Weeks 28-36 (Teacher’s guide pages 180-181) | |

**First Grade - First Marking Period**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Reading Literature**  CC.1.3.1.A  CC.1.3.1.B  CC.1.3.1.C  CC.1.3.1.G | 40  (approx. 30 min a day) | Unit EQ: How do you read, understand, and respond to fictional stories?   * What are the story elements? * How do you use story elements to retell a story? * How do you describe the character, setting or events of a story?   **Assessments:** *Literature MP1 ( Hot Fox Soup)* | Reading Workshop  Direct instruction/groups  Strategies: story elements (character, setting, problem, and solution) |
| **Phonological Awareness**  CC.1.1.1.C | 40  (10-15 min. a day) | Unit EQ: How do you use letter sounds in speaking and listening?   * What sound does short \_\_\_\_\_\_\_\_\_\_\_ make? * How do you segment CVC words into sounds? * How do you blend sounds into a CVC word? * What sounds do you hear at the beginning, middle, and end of a word? * What are rhyming words? * How do you make rhyming words?   **Assessment:**  *Short a Assessment Short i Assessment*  *Short o Assessment Short u Assessment*  *Short e Assessment* | Short vowels to be covered: a,o,i,u,e  Suggested Words Their Way sorts:  Letter Name: Sort 35, 36, 37 (vowels)  25, 26, 27, 28, 29, 30 (word families) |
| **Phonics/Word Recognition**  CC.1.1.1.D | 40 (10-15 mins. a day) | Unit EQ: How do letters and sounds help you to read and write?   * How do you read words with short vowels? * How do you read high-frequency words?   **Assessment:**  *Dolch Primer List -Benchmark 50%*  *Short a Assessment Short i Assessment*  *Short o Assessment Short u Assessment*  *Short e Assessment* | Suggested Words Their Way sorts  Letter Name: Sort 35, 36, 37 (vowels)  25, 26, 27, 28, 29, 30 (word families)  short vowels: a, e, i, o, u  Dolch Primer List (he, was, that, she, on, they, but, at, with, all, there, out, be, have, am, do, did, what, so, get, like, this, will, yes, went, are) |
| **Narrative(Personal) Writing**  CC.1.1.1.B  CC.1.4.1.M  CC.1.4.1.N  CC.1.4.1.O  CC.1.4.1.P  CC.1.4.1.Q  CC.1.4.1.R  CC.1.4.1.T  CC.1.4.1.U | 30 | Unit EQ: How do you write a personal narrative that describes an event that happened in your life?   * What is a personal narrative? * How do you decide who or what your writing will be about? * How do you add details to your story? * How do you write a beginning, middle, and end of your story? * Where do you use capital letters? * What do you put at the end of a sentence? * How do you use the word wall to spell words?   **Assessment:** *Use Rubric for Narrative Writing from Lucy Calkins Units of Study (found on Resources for Teaching Writing CD).* | Units of Study (Calkins) -Small Moments |
| **Grammar**  CC.1.4.1.F  CC.1.4.1.L  CC.1.4.1.R | 10 | Unit EQ: How do you communicate clearly?   * What is a noun? * What are singular and plural nouns? * What are the different types of sentences?   **Assessment:** *Grammar Assessment 1* |  |
| **Print Concepts** | 5 | Unit EQ: What are the different parts of a sentence?   * What are the parts of a sentence?   **Assessment:** *Print Concepts Assessment* | capital letter  punctuation  spaces |
| **Handwriting** | 40  (10-15 min) |  | Follow First Grade Handwriting Without Tears Teaching Guidelines (p160 of 1st grade teacher’s manual) Weeks 1-9 |

**First Grade - Second Marking Period**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Reading Literature**  CC.1.3.1.D  CC.1.3.1.H  CC.1.3.1. I  CC.1.3.1.J  CC.1.3.1.K | 30  (approx. 30 min a day) | Unit EQ: How do you read, understand, and respond to fictional stories?   * How do you identify who is telling the story? * How are the events or characters in stories the same and/or different? * How do you figure out the meaning of new words using pictures? * How do you use predicting to understand fiction?   **Assessment:**  *Reading Literature Predicting Assessment (Mr. C’s Dinner)*  *Compare and Contrast Assessment (The Secret Code)*  *Reading Literature Point of View Assessment* | Reading Workshop  Direct instruction/groups  Strategies: Predicting, compare and contrast, point of view (first and third person) |
| **Informational Reading**  CC.1.2.1.E  CC.1.2.1.L  CC.1.3.1.E | 10  (approx. 30 min a day) | Unit EQ: How do you read, understand, and respond to informational text?   * What is an informational text? * What are the features of an informational text? * What is the difference between fiction and nonfiction?   **Assessment***: Informational Text Assessment* | Reading Workshop  Direct instruction/groups |
| **Fluency**  CC.1.1.1.E | 20 | Unit EQ: How do you read with accuracy and fluency to support comprehension?   * What is fluency? * How do you read with correct phrasing?   **Assessment:** *Dibels Winter Benchmark* | Additional assessments may include teacher selected running records. |
| **Phonics/Word Recognition**  CC.1.1.1.D | 40 (10-15 min. a day) | Unit EQ: How do letters and sounds help you to read and write?   * How do you read consonant digraphs? * How do you read consonant blends? * How do you read high-frequency words?   **Assessment:**  *Dolch Primer List- Benchmark 100%*  *Digraph Assessment*  *L Blend Assessment*  *S Blend Assessment*  *R Blend Assessment* | Suggested Words Their Way sorts  Letter Name sorts:15-23, 38-43  Consonant digraphs: th, sh, wh, ch, tch  Consonant blends, sm, sn, sk, sl, st, str, sc, sp, sw, pl, pr, gr, cr, cl, dr, tr, fr, bl, br, fl, gl  Dolch Primer List: (now, no, came, ride, into, good, want, too, pretty, four, saw, well, ran, brown, eat, who, new, must, black, white, soon, our, ate, say, under, please) |
| **Phonological Awareness**  CC.1.1.1. C | 40 (10-15 min. a day) | Unit EQ: How do you use letter sounds in speaking and listening?   * How many syllables do you hear in a word? * What sounds do the consonant blends make? * What sounds do the consonant digraphs make? * How do you segment words with consonant patterns into sounds? * How do you blend sounds into a word with consonant patterns?   **Assessment:**  *Digraph Assessment*  *L Blend Assessment*  *S Blend Assessment*  *R Blend Assessment* | Suggested Words Their Way sorts  Letter Name sorts: 15-23, 38-43 |
| **Narrative (Imagined) Writing**  CC.1.1.1.B  CC.1.4.1.M  CC.1.4.1.N  CC.1.4.1.O  CC.1.4.1.P  CC.1.4.1.Q  CC.1.4.1.R  CC.1.4.1.T  CC.1.4.1.U | 30 | Unit EQ: How do you write a fictional narrative?   * What is an imagined narrative? * How do you organize your thoughts? * How do you make your writing interesting to read? * How do you sequence the events of your story? * Where do you use commas? * How do you use spelling patterns to spell words correctly? * How do you revise your writing?   **Assessment:** *Use Rubric for Narrative Writing from Lucy Calkins Units of Study (found on Resources for Teaching Writing CD).*  *Comma Assessment* | Units of Study (Calkins)- From Scenes to Series |
| **Grammar**  CC.1.4.1.F  CC.1.4.1.L  CC.1.4.1.R | 10 | Unit EQ: How do you communicate clearly?   * What is a proper noun? * What is a possessive noun?   **Assessment:** *Grammar Assessment 2* |  |
| **Speaking and Listening**  CC.1.5.1.B  CC.1.5.1.C  CC.1.5.1.D  CC.1.5.1.A  CC.1.5.1.E  CC.1.5.1.G | 20 | Unit EQ: How can you be an effective speaker and listener?   * How do you speak correctly and clearly? * How do you ask and answer questions to understand information? * How do you have a conversation with peers and adults?   **Assessment:** *Speaking and Listening MP2* |  |
| **Handwriting** | 40 (10-15 min) |  | Follow First Grade Handwriting Without Tears Teaching Guidelines (p160-162 of 1st grade teacher’s manual) Weeks 10-18 |

**First Grade - Third Marking Period**

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| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Reading Literature**  CC.1.3.1.F  CC.1.3.1.I  CC.1.3.1.J  CC.1.3.1.K | 20  (approx. 30 min a day) | Unit EQ: How do you read, understand, and respond to fictional stories?   * How do you identify feeling and describing words? * How do you figure out the meaning of new words using context clues? * How do you use inferencing strategies to understand fiction? * How does cause and effect help you understand a fiction story?   **Assessment:**  *Inference Assessment*  *Context Clues Assessment*  *Cause and Effect Assessment* | Reading Workshop  Direct instruction/groups  Strategies: inference, cause and effect |
| **Informational Reading**  CC.1.2.1.A  CC.1.2.1.B  CC.1.2.1.F  CC.1.2.1.G  CC.1.2.1.J  CC.1.2.1.K  CC.1.2.1.L | 20  (approx. 30 min a day) | Unit EQ: How do you read, understand, and respond to informational text?   * How do you identify the main idea and supporting details? * How do you check your understanding by asking and answering questions? * How do you figure out the meaning of new words using text features?   **Assessment:**  *Main Idea and Details Assessment*  *Reading Informational Text MP3* | Reading Workshop  Direct instruction/groups |
| **Fluency**  CC.1.1.1.E | 20 | Unit EQ: How do you read with accuracy and fluency to support comprehension?   * How do you read at an appropriate rate? * How do you read accurately? |  |
| **Phonics/Word Recognition**  CC.1.1.1.D | 40 (10-15 min. a day) | Unit EQ: How do letters and sounds help you to read and write?   * How do you read words with long vowels? * How does magic e change the sound of the vowel? * What is a compound word? * How do you read high-frequency words?   **Assessment:**  *Dolch First Grade List- Benchmark 50%*  *Weekly Spelling Tests*  *Phonological Awareness Phonics Long a Assessment*  *Phonological Awareness Phonics Long i Assessment*  *Phonological Awareness Phonics Long o Assessment*  *Phonological Awareness Phonics Long u Assessment*  *Compound Word Assessment* | Suggested Words Their Way sorts  Within Word Pattern Sorts: 2, 4, 6, 8, 10  Dolch First Grade list: (of, his, had, him, her, some, as, then, could, when, them, ask, an, over, just, from, any, how, know, put, take) |
| **Phonological Awareness**  CC.1.1.1. C | 40 (10-15 min. a day) | Unit EQ: How do you use letter sounds in speaking and listening?   * What sound does long \_\_\_\_ make? * How do you segment CVCe words into sounds? * How do you blend sounds into a CVCe word?   **Assessment:**  *Phonological Awareness Phonics Long a Assessment*  *Phonological Awareness Phonics Long i Assessment*  *Phonological Awareness Phonics Long o Assessment*  *Phonological Awareness Phonics Long u Assessment* | Long a, i, o, u  Suggested Words Their Way sorts  Within Word Pattern Sorts:1, 3, 5, 7, 9 |
| **Informational Writing**  CC.1.4.1.A  CC.1.4.1.B  CC.1.4.1.C  CC.1.4.1.D  CC.1.4.1.E  CC.1.4.1.F  CC.1.4.1.V  CC.1.4.1.W  CC.1.4.1.X | 30 | Unit EQ: How do you create an informative piece of writing?   * How do you decide on the topic of your writing? * How do you research a topic? * How do you add 3 facts to your writing? * How do you organize your writing? * What strategies do you use to spell words? * How do you publish your writing?   **Assessment:**  *Use Rubric for Informational Writing from Lucy Calkins Units of Study (found on Resources for Teaching Writing CD).* | Units of Study (Calkins)- Non Fiction Chapter Books |
| **Grammar**  CC.1.4.1.F  CC.1.4.1.L  CC.1.4.1.R | 10 | Unit EQ: How do you communicate clearly?   * What are adjectives? * What are pronouns?   **Assment:** *Grammar Assessment 3* | adjectives  pronouns |
| **Handwriting** | 40 (10-15 min) |  | Follow First Grade Handwriting Without Tears Teaching Guidelines (p162-164 of 1st grade teacher’s manual) Weeks 19-27 |

**First grade - Fourth Marking Period**

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| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Reading Literature**  CC.1.3.1.B  CC.1.3.1.I  CC.1.3.1.J  CC.1.3.1.K | 10  (approx. 30 min a day) | Unit EQ: How do you read, understand, and respond to fictional stories?   * How do you ask and answer questions about the story? * What strategies can you use to read and understand fiction?   **Assessment:** *Reading Fictional Text MP4* | Reading Workshop  Direct instruction/groups |
| **Informational Reading**  CC.1.2.1.B  CC.1.2.1.C  CC.1.2.1.E  CC.1.2.1.F  CC.1.2.1.G  CC.1.2.1.H  CC.1.2.1.I  CC.1.2.1.J  CC.1.2.1.K  CC.1.2.1.L | 30  (approx. 30 min a day) | Unit EQ: How do you read, understand, and respond to informational text?   * How do you make connections in informational texts? * How do you use the text features to help you understand informational text? * What reasons does the author give to support his/her point? * How do you compare and contrast two texts on the same topic?   **Assessment:** *Reading Informational Text MP4* | Reading Workshop  Direct instruction/groups |
| **Fluency**  CC.1.1.1.E | 20 | Unit EQ: How do you read with accuracy and fluency to support comprehension?   * How do your read with expression?   **Assessment:** *Dibels Spring Benchmark* |  |
| **Phonics/Word Recognition**  CC.1.1.1.D | 40 (10-15 min. a day) | Unit EQ: How do letters and sounds help you read and write?   * How do you read vowel teams? * How do you read words with suffixes? * How do you read high-frequency words?   **Assessment:**  *Dolch First Grade List- Benchmark 100%*  *Weekly Spelling Tests*  *Suffixes Assessment*  *Phonological Awareness Phonics Vowel Team ai/ay*  *Phonological Awareness Phonics Vowel Team ee/ea*  *Phonological Awareness Phonics Vowel Team igh/y*  *Phonological Awareness Phonics Vowel Team oa* | Suggested Words Their Way sorts  Within Word Pattern Sorts:11,13,14,16,18, 21  Vowel Teams: ee, ea, ai, ay, oa, igh, y  Suffixes: ed, ing, s, es, ies  Dolch First Grade List: ( every, old, by, after, think, let, going, walk, again, may, stop, fly, round, give, once, open, has, live, thank, were) |
| **Phonological Awareness**  CC.1.1.1.C | 40 (10-15 min. a day) | Unit EQ: How do you use letter sounds in speaking and listening?   * What sounds do the long vowel patterns make? * How do you segment words with vowel patterns into sounds? * How do you blend sounds into a word with a vowel pattern?   **Assessment:**  *Phonological Awareness Phonics Vowel Team ai/ay*  *Phonological Awareness Phonics Vowel Team ee/ea*  *Phonological Awareness Phonics Vowel Team igh/y*  *Phonological Awareness Phonics Vowel Team oa* | Vowel patterns: ee, ea, ai, ay, oa, igh, y |
| **Opinion Writing**  CC.1.4.1.G  CC.1.4.1.H  CC.1.4.1.I  CC.1.4.1.J  CC.1.4.1.K  CC.1.4.1.L | 30 | Unit EQ: How do you write your opinion about a topic?   * How do you form an opinion about a given topic? * How do you support your opinion with reasons? * How do you use the steps of the writing process?   **Assessment:** *Use Rubric for Opinion Writing from Lucy Calkins Units of Study (found on Resources for Teaching Writing CD).* | Units of Study (Calkins)- Writing Reviews |
| **Grammar**  CC.1.4.1.F  CC.1.4.1.L  CC.1.4.1.R | 10 | Unit EQ: How do you communicate clearly?   * What are connecting words? * What are verbs? * What are word endings?   **Assessment:** *Grammar Assessment 4* | conjunctions  verbs  verb tenses (s, ed, ing) |
| **Speaking and Listening**  CC.1.5.1.D  CC.1.5.1.F | 20 | Unit EQ: How can you be an effective speaker and listener?   * How do you use details to describe your ideas and feelings? * How do you use visuals when sharing?   **Assessment:** *Speaking and Listening MP4* | Used with oral reports and sharing writing. |
| **Handwriting** | 40 (10-15 min) |  | Follow First Grade Handwriting Without Tears Teaching Guidelines (p164-165 of 1st grade teacher’s manual) Weeks 28-36 |

Additional Resources for Foundational Skills: <http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>

**Second Grade - Marking Period One**

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| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Literature  CC.1.3.2.A  CC.1.3.2.B  CC.1.3.2.E  CC.1.3.2.F  CC.1.3.2.G  CC.1.3.2.K | 40 | **Unit EQ: How do you read, understand, and respond to fictional stories?**   * What are the story elements? * How do you use the story elements to retell a story? * How does an author use rhythm in stories, poems, or songs to create meaning? * What strategies can you use to read and comprehend fiction? * How do figure out the meaning of new words? | characters, setting, problem, solution  poetry  predicting,  realism /fantasy  context clues, synonyms |
| Fluency  CC.1.1.2.E | 18 | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read at an appropriate rate?   Assessment: DIBELS | A-Z passages, DIBELS progress monitoring |
| Word Recognition  CC.1.1.2.D | 30 | **Unit EQ: How do you use word study skills to help you read and write?**   * How do you read and write words with short vowel sounds? * How do you read and write words with long vowel sounds? (silent e) * How do you read and write words with vowel patterns? * How do you read and write high-frequency words? | Words Their Way sorts  Within Word Pattern:  Sort 2,4,6,8,10  Letter Name:  Sort 45,46 (ng,mp,nt,nd,nk) |
| Narrative Writing  CC.1.4.2.M  CC.1.4.2.T  CC.1.4.2.N  CC.1.4.2.O  CC.1.4.2.P  CC.1.4.2.Q  CC.1.4.2.R | 20 | **Unit EQ: How do you write a personal narrative that describes an event that happened in your life?**   * What is a personal narrative? * How do you use a graphic organizer to prewrite? * How do you use your prewriting to write a rough draft? * How do you edit your narrative? * How do you use capital letters correctly? * How do use ending marks correctly? * What spelling strategies do you use to spell words correctly? * How do you write a final draft? | Units of Study (Calkins) |
| Grammar  CC.1.4.2.F  CC.1.4.2.L  CC.1.4.2.R | 8 | **Unit EQ: How do you communicate clearly?**   * What are the different types of sentences? (statement, question, exclamation, command) * How do you write the different types of sentences? |  |
| Handwriting |  |  | Follow 2nd grade Teaching guidelines Weeks 1-9. |

**Second Grade - Marking Period 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Literature  CC.1.3.2.A  CC.1.3.2.B  CC.1.3.2.C  CC.1.3.2.E  CC.1.3.2.G  CC.1.3.2.I  CC.1.3.2.K | 15 | **How do you read, understand, and respond to fictional literature?**   * How do you use the story elements to retell a story? * What is the message in the story? * How do you ask and answer questions about a story? * What strategies can you use to read and comprehend fiction? * How do figure out the meaning of new words? | characters, setting, plot, problem, events, solution  Types of questions: Right there, Think & Search, Author & Me  antonyms  Reading strategies: questioning, clarifying |
| Informational Reading  CC.1.2.2.A  CC.1.2.2.B  CC.1.2.2.C  CC.1.2.2.E  CC.1.2.2.G  CC.1.2.2.F  CC.1.2.2.J | 25 | **Unit EQ: How do you read, understand, and respond to informational text?**   * How do you identify the main idea and supporting details? * How do you check your understanding by asking and answering questions? * How do you describe connections in informational text? * How do you understand and use new words? | categorize, classify, compare/contrast  who, what, where, when, why, how  reading directions, glyphs |
| Fluency  CC.1.1.2.E | 18 | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you self-correct to improve your accuracy?   Assessment: DIBELS |  |
| Word Recognition  CC.1.1.2.D | 25 | **Unit EQ: How do you use word study skills to help you read and write?**   * How do you read and write words with vowel patterns? * How do you read and write high-frequency words? * How do you read and write words with two sounds for c and g? | Words Their Way sorts  Within word pattern:  sort 12(ai,ay), 15(oa,ow), 17(ew,ue), 19(ee,ea), 20(Review), 22 (igh,y)31(oo), 32(ou,ow), 39(c,g), |
| Imagined Narrative  CC.1.4.2.M  CC.1.4.2.N  CC.1.4.2.O  CC.1.4.2.P  CC1.4.2.Q  CC.1.4.2.R  CC.1.4.2.X | 20 | **Unit EQ: How do you write an imaginary narrative?**   * What are the parts of a fictional story? * How do you organize a narrative story about a fictional event? * How do you develop your story? * How do you make your writing more interesting to read? |  |
| Grammar  CC.1.4.2.F  CC.1.4.2.L  CC.1.4.2.R | 6 | **Unit EQ: How do you communicate clearly?**   * What are collective nouns? * How are reflexive pronouns used correctly? | Words Their Way sorts  Syllables and Affixes::  sort 2 (compound words/reflexive pronouns) |
| Speaking and Listening  CC.1.5.3.C  CC.1.5.2.A  CC.1.5.2.B  CC.1.5.2.E | 10 | **Unit EQ: How can you be an effective speaker and listener**?   * How do you have a conversation with peers and adults? * How do you speak correctly and clearly? * How do you share an experience clearly with an audience? | oral story/experience telling |
| Handwriting |  |  | Follow 2nd grade Teaching guidelines Weeks 10-18 |

**Second Grade - Marking Period 3**

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| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Literature  CC.1.3.2.A  CC.1.3.2.B  CC.1.3.2.E  CC.1.3.2.G  CC.1.3.2.J  CC.1.3.2.I  CC.1.3.2.H | 15 | **EQ: How do you read, understand, and respond to fictional literature?**   * How do you ask and answer questions about a story? * How do you compare and contrast different versions of the same story? * What strategies can you use to read and comprehend fiction? * How do figure out the meaning of new words? * How do you understand multiple meaning words? | inferencing, cause/effect, compare/contrast  homonyms, homophones |
| Informational Reading  CC.1.2.2.A  CC.1.2.2.B  CC.1.2.2.E  CC.1.2.2.F  CC.1.2.2.G  CC.1.2.2.K  CC.1.2.2.J  CC.1.2.2.L | 25 | **Unit EQ: How do you read, understand, and respond to informational text?**   * How do you use text features to help you understand informational text? * How do you use text features to figure out the meaning of new words? | bold type, title, heading, table of contents, index, glossary, caption, illustration, chart, map, photograph |
| Fluency  CC.1.1.2.E | 18 | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read with expression?   Assessment: DIBELS (Progress Monitoring Passage) |  |
| Word Recognition  CC.1.1.2.D | 25 | **Unit EQ: How do you use word study skills to help you read and write?**   * How do you read two-syllable words? * How do you read and write words with vowel patterns? * How do you read and write contractions? * How do you use homophones to understand what you read? * How do you read and write words with silent consonants? * How do you read and write words with r-controlled vowels? | Words Their Way sorts  Within word pattern:  sort 23,24,25,26,27,28,:  (r-controlled)  30 (oi,oy), 31(oo), 33(aw,au),36(kn,wr,gn),36(triple blends)  Letter Name:  sort 49 (contractions), 47,48 (r-controlled) |
| Grammar  CC.1.4.2.F  CC.1.4.2.L  CC.1.4.2.R | 6 | **Unit EQ: How do you communicate clearly?**   * How are irregular plural nouns used correctly? * How are irregular verb tenses used correctly? | Words Their Way sorts  Syllables and Affixes:  Sort 4(unusual plurals), 11(irregular verbs) |
| Speaking and Listening  CC.1.5.2.B  CC.1.5.2.E  CC.1.5.2.G | 2 | **Unit EQ: How can you be an effective speaker and listener?**   * How do you describe important ideas or details from text read aloud or an oral presentation? |  |
| Informational Writing  CC.1.4.2.A  CC.1.4.2.B  CC.1.4.2.C  CC.1.4.2.D  CC.1.4.2.E  CC.1.4.2.F  CC.1.4.2.T  CC.1.4.2.V  CC.1.4.2.X | 15 | **Unit EQ: How do you create an informative piece of writing?**   * How do you identify and introduce the topic for informational writing? * How do you develop the topic with facts? * How do you research a topic? * How do you organize informational writing? * How do you revise your writing? |  |
| Handwriting | 40 |  | Follow 2nd grade Teaching guidelines Weeks 19-27. |

**Second Grade - Marking Period 4**

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| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Literature  CC.1.3.2.B  CC.1.3.2.D  CC.1.3.2.K | 20 | **Unit EQ: How do you read, understand, and respond to fictional literature?**   * How do you ask and answer questions about a story? * What are the points of view of the different characters in the story? * What strategies can you use to read and comprehend fiction? | author’s viewpoint  making judgments |
| Informational Reading  CC.1.2.2.B  CC.1.2.2.H  CC.1.2.2.I  CC.1.2.2.L | 20 | **Unit EQ: How do you use text features to help you understand informational text?**   * How do you check your understanding by asking and answering questions? * What reasons does the author give to support his/her point? * How do you compare and contrast two texts on the same topic? | fact/opinion |
| Fluency  CC.1.1.2.E | 6 | **Unit EQ: How 5231**  **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read with expression?   Assessment: DIBELS |  |
| Word Recognition  CC.1.1.2.D | 20 | **Unit EQ: How do you use word study skills to help you read and write?**   * How do you read and write words with endings? * How do you read two-syllable words? | Words Their Way sorts  Syllables and Affixes:  sort 3(es,s), 5,6,7(ing), 8,9,10(ed), |
| Grammar  CC.1.4.2.F  CC.1.4.2.L  CC.1.4.2.R | 2 | **Unit EQ: How do you communicate clearly?**   * How do you write a compound sentence? * What are adverbs? |  |
| Speaking and Listening  CC.1.5.2.B  CC.1.5.2.E  CC.1.5.2.G | 2 | **Unit EQ: How can you be an effective speaker and listener?**   * How do you ask and answer questions to clarify comprehension of a topic or issue? * How do you describe important ideas or details from text read aloud or an oral presentation? | Have children share their opinion writing pieces. |
| Opinion Writing on a Topic  CC.1.4.2.G  CC.1.4.2.U  CC.1.4.2.W  CC.1.4.2.X  CC.1.4.2.H  CC.1.4.2.I  CC.1.4.2.J  CC.1.4.2.K  CC.1.4.2.L | 40 | **Unit EQ: How do you write and support your opinion about a topic?**   * How is an opinion piece organized? * How do you introduce the topic and state your opinion? * How do you support your opinion with reasons? * How do you use technology to publish your writing? |  |
| Handwriting | 40 |  | Follow 2nd grade Teaching guidelines Weeks 28-36. |

**Third Grade - 1st Marking Period**

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| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading Literature**  CC.1.3.3.C  CC.1.3.3.E  CC.1.3.3.F  CC.1.3.3.I  CC.1.3.3.J  CC.1.3.3.K  CC.1.3.3.G  CC.1.1.3.E  CC.1.3.3.B | 10      5  5  5    5    5  5 | **Unit EQ: How do you read, understand, and respond to fictional literature?**   * What are story elements? * How do you determine the sequence of events in a story? * How can identifying cause and effect help you comprehend a passage? * How do you determine the sequence of events in a story? * How can you clarify the meaning of unfamiliar words or phrases or multiple meaning words? * How do illustrations help you to comprehend unfamiliar words or ideas? * What are the terms that are used for the parts of a text? * How do you identify an author’s purpose? | story elements: Write on Track, page 121  reading strategies: Write on Track, pages 198 - 201 and 208  Variety of strategies: context clues, predicting, clarifying, questioning, inferencing, rereading, sequencing |
| **Fluency**  CC.1.1.3.E | 5 | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read accurately? | Reading Workshop  fluency word list |

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| **Phonics and Word Recognition**  CC.1.1.3.D  CC.1.4.3.F  CC.1.4.3.L  CC.1.4.3.R | 10  5    (10-15 minutes a day) | **Unit EQ: How do you use phonics and word analysis skills to decode words?**   * What strategies help you become a better speller? * What are basic syllabication patterns? * How do you read and write contractions? | syllables: Words Their Way: Syllables and Affixes, sorts 14, 15, 16, 20, 21, 22, 23, 24  contractions: Words Their Way: Letter Name ,sort 49  contractions: Write on Track, page 301  spelling strategies: Write on Track, pages 224 - 227  using a dictionary: Write on Track, pages 210 - 211 |
| **Narrative Writing**  CC.1.4.3.M  CC.1.4.3.T  CC.1.4.3.P  CC.1.4.3.Q  CC.1.4.3.R | 20 | **Unit EQ: How do you write a narrative based on a real or personal event or experience?**   * How is a real-life narrative organized? * How do you use prewriting to write a rough draft? * What narrative techniques do you use to develop your writing? * How do you show event order? * How do you make your writing interesting to read? * How do you use a thesaurus? * How do you use quotation marks and commas to punctuate a direct quotation? * How do you edit? * How do you prepare a final draft for publication? | Units of Study (Calkins)  Houghton Mifflin Rewards, pages 52 - 53, “A Personal Narrative”  writing process: Write on Track, pages 13 - 19  narrative paragraph: Write on Track, page 58  personal narrative: Write on Track, pages 96 - 99  quotation marks: Write on Track,  page 302  quotation marks: Grammar Tales Teaching Guide, pages 83 - 85 and mini-book The Mystery of the Missing Socks  commas: Write on Track, pages 298 - 299  commas: Grammar Tales Teaching Guide, pages 73 -75 and mini-book When Comma Came to Town  revising: Write on Track, pages 43 - 47  editing: Write on Track, pages 52 - 53 |
| **Grammar**  CC.1.4.3.F  CC.1.4.3.L  CC.1.4.3.R | 10    10  5 | **Unit EQ: How do you use grammar to communicate clearly?**   * What is the function of a noun? * How do you form plural nouns correctly? * How do you form possessive nouns correctly? * What is the function of a pronoun? * What is pronoun-antecedent agreement? * What is the function of a conjunction? * How do you punctuate quotations correctly? | nouns: Write on Track, page 329  nouns: Grammar Tales Teaching Guide, pages 13 -15 and mini-book Chicken in the City  plural nouns: Words Their Way: Syllables and Affixes, sorts 3, 4 and 18  pronouns, Write on Track, page 330  pronouns: Grammar Tales Teaching Guide, pages 53 -55 and mini-book The Planet Without Pronouns  conjunctions, Write on Track, page 339 |
| **Speaking and Listening**  CC.1.5.3.A  CC.1.5.3.C  CC.1.5.3.G | 5 | **Unit EQ: How can you be an effective speaker and listener?**   * How can you be a good listener? * How do you express your own ideas clearly? | Write on Track, 238 -239 |
| **Handwriting** | 45 |  | Handwriting without Tears  Follow 3rd grade teaching guidelines. See manual pages 152 and 153 for weeks 1 to 9. |

**Third Grade - 2nd Marking Period**

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| **Unit and Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Informational Reading**  CC.1.2.3.E  CC.1.2.3.B  CC.1.2.3.A  CC.1.2.3.F  CC.1.2.3.L  CC.1.2.3.G  CC.1.2.3.K | 10    10  10 | **Unit EQ: How do you read, understand, and respond to informational text?**   * What are informational text features? * How do text features help you comprehend informational text? * How do you make an inference? * How do you determine the main idea of a text and its supporting details? | Sundance comprehension strategies nonfiction kit  text features: Write on Track, pages 143 and 193 -197  Houghton Mifflin Rewards, page 344, “How to Read a Science Article”  Houghton Mifflin Horizons, page 36, “How to use the SQRR Plan” |
| **Fluency**  CC.1.1.3.E | 5 | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you use phrasing to read fluently? | fluency phrase list |
| **Phonics and Word Recognition**  CC.1.1.3.D | 10 | **Unit EQ: How do you use phonics and word analysis skills to decode words?**   * What strategies help you become a better speller? * How do you read a multisyllabic word? | Words Their Way: Syllables and Affixes, sorts 25, 26, 27, 28, 31, 37 |
| **Informational Writing**  CC.1.4.3.A  CC.1.4.3.B  CC.1.4.3.C  CC.1.4.3.D  CC.1.4.3.E  CC.1.4.3.T  CC.1.4.3.S  CC.1.4.3.F | 15 | **Unit EQ: How do you write an informative/explanatory piece that explains or gives information about a topic?**   * How do you identify and introduce a topic for informational writing? * How do you develop the topic? * How do you organize informational writing? * How do you make your writing interesting to read? * How do you edit a piece of writing? | Units of Study (Calkins)  Write on Track, pages 130 - 135 |
| **Opinion Writing on a Text**  CC.1.4.3.G  CC.1.4.3.H  CC.1.4.3.I  CC.1.4.3.J  CC.1.4.3.K  CC.1.4.3.L | 5 | **Unit EQ: How do you write an opinion based on a text?**   * How do you introduce the topic and state your opinion? * How is an opinion different from a fact? * How is an opinion piece organized? * How do you write to appeal to your audience? * How do you edit? * How do you write a title correctly? | fact and opinion: Write on Track, pages 271 - 273  persuasive writing: Write on Track, pages 61 and 115 |
| **Grammar**  CC.1.4.3.F  CC.1.4.3.L  CC.1.4.3.R | 15 | **Unit EQ: How do you use grammar to communicate clearly?**   * What is the function of a verb? * What are irregular verbs? * What is subject-verb agreement? | verbs: Write on Track, pages 331 - 334  verbs: Grammar Tales Teaching Guide, pages 23 -25 and mini-book A Verb for Herb  Words Their Way: Syllables and Affixes, sorts 7, 8, 17 and 19  Words Their Way: Inflected Endings, sort 11 |
| **Speaking and Listening**  CC.1.5.3.A  CC.1.5.3.G | 5 | **Unit EQ: How can you be an effective speaker and listener?**   * How do you speak effectively with peers and adults? | collaboration: Write on Track, pages 280 - 283 |
| **Handwriting** |  |  | Handwriting without Tears  Follow 3rd grade teaching guidelines. See manual pages 152 to 155 for weeks 10 to 18. |

**Third Grade - 3rd Marking Period**

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| --- | --- | --- | --- |
| **Unit and**  **Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading**  **Literature**  CC.1.3.3.C  CC.1.3.3.A  CC.1.3.3.H  CC.1.3.3.F  CC.1.3.3.D  CC.1.3.3.K | 10  10  5  5  15  10 | **Unit EQ: How do you read, understand, and respond to fictional literature?**   * How can a character's speech and actions give you clues to the character's traits? * How do you determine the lesson of a story? * How do you compare and contrast texts written by the same author? * How do you summarize a story? * What are literary devices and figurative language? * How do you identify an author's point of view? | compare and contrast: Write on Track, page 266  Houghton Mifflin Rewards, pages 48 - 51, “Poetry Link” |
| **Fluency**  CC.1.1.3.E | 5 | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How does the type of text affect your reading rate? |  |
| **Phonics and Word Recognition**  CC.1.1.3.D | 15 | **Unit EQ: How do you use phonics and word analysis skills to decode words?**   * What are affixes? | Write on Track, pages 214 - 218  Words Their Way: Syllables and Affixes, sorts 35, 36, 47, 48, 53 |
| **Imagined Narrative**  CC.1.4.3.M  CC.1.4.3.N  CC.1.4.3.P  CC.1.4.3.O  CC.1.4.3.Q  CC.1.4.3.R  CC.1.4.3.T | 20 | **Unit EQ: How do you write a narrative story about a fictional event?**   * What are the essential parts of a fictional story? * How do you organize a narrative story about a fictional event? * How do you develop your story? * How do you write dialogue? * How do you make your writing interesting to read? * How do you edit? * How do you prepare a final draft for publication? | writing a realistic fiction story: Write on Track, pages 159 -163  writing a fantasy: Write on Track, pages 166 -169  Houghton Mifflin Rewards, pages 288 - 289, “Student Writing Model: A Story”  Houghton Mifflin Horizons, pages 340 - 341, “Writing a Story” |
| **Grammar**  CC.1.4.3.F  CC.1.4.3.L  CC.1.4.3.R | 10 | **Unit EQ: How do you use grammar to communicate clearly?**   * What is the function of an adjective? | Write on Track, pages 335 - 336  Grammar Tales Teaching Guide, pages 33 -35 and mini-book The Bug Book  Words Their Way: Syllables and Affixes; sort 52 |
| **Speaking and Listening**  CC.1.5.3.B  CC.1.5.3.D  CC.1.5.3.E  CC.1.5.3.G | 5 | **Unit EQ: How can you be an effective speaker and listener?**   * How do you present an oral report? |  |
| **Handwriting** |  |  | Handwriting without Tears  Follow 3rd grade teaching guidelines. See manual pages 154 to 157 for weeks 19 to 27. |

**Third Grade - 4th Marking Period**

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| **Unit and Standards** | **Days** | **Essential Questions** | **Notes\Possible Resources** |
| **Informational Reading**  CC.1.2.3.C  CC.1.2.3.A  CC.1.2.3.I  CC.1.2.3.D  CC.1.2.3.H  CC.1.2.3.J | 10  10 | **EQ: How do you read, understand, and respond to informational text?**   * What are the different ways that informational text can be structured? * How do you use the main idea and supporting details to summarize a text? * How do you compare and contrast texts on the same topic? * How do you determine an author's viewpoint? * How does an author connect ideas in a text to support particular points? | main idea and summarizing: Write on Track, page 66 |
| **Opinion Writing on a Topic**  CC.1.4.3.G  CC.1.4.3.H  CC.1.4.3.I  CC.1.4.3.J  CC.1.4.3.K  CC.1.4.3.L  CC.1.4.3.S  CC.1.4.3.T | 5 | **EQ: How do you write and support your opinion about a topic?**   * How is an opinion piece organized? * How do you introduce the topic and state your opinion? * How do you provide reasons that are supported by facts and details? * How do you strengthen your writing by revising? * How do you edit? | Houghton Mifflin Horizons, pages 278 - 279, “A Persuasive Essay” |
| **Fluency**  CC.1.1.3.E | 5 | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do your read with expression? | Houghton Mifflin Rewards, page 48, “How to Read a Poem”  Houghton Mifflin Horizons, page 96, “How to Read a Poem Aloud” |
| **Phonics and Word Recognition**  CC.1.4.3.F  CC.1.4.3.L  CC.1.4.3.R | 5 | **Unit EQ: How do you use phonics and word analysis skills to decode words?**   * How do you spell and use homophones correctly? | Write on Track, pages 318 - 323  homophones: Words Their Way: Syllables and Affixes, sort 54  Words Their Way: Syllables and Affixes: sorts 1, 32, 33, 34, 45, 46 |
| **Writing a Research Report**  CC.1.4.3.V  CC.1.4.3.W  CC.1.4.3.X  CC.1.4.3.S  CC.1.4.3.A  CC.1.4.3.D  CC.1.4.3.U | 15 | **Unit EQ: How do you write an informative/explanatory text based on a research topic?**   * How do you choose a topic for research? * How do you gather information on a topic? * How do you paraphrase information? * How is a research essay organized? * How do you strengthen your writing by revising? * How do you strengthen your writing by editing? * How do you provide a list of sources? | writing a report: Write on Track, pages 144 - 151  Houghton Mifflin Horizons, pages40 - 43 (“A Research Report” |
| **Grammar**  CC.1.4.3.F  CC.1.4.3.L  CC.1.4.3.R | 5 | **EQ: How do you use grammar to communicate clearly?**   * What is the correct format for writing a letter? * How are commas used in a letter? * How do you use commas when writing an   address? | Write on Track, pages 92 - 95 and 297 - 298 |
| **Speaking and Listening**  CC.1.5.3.D  CC.1.5.3.F  CC.1.5.3.G |  | **Unit EQ: How can you be an effective speaker and listener?**   * What are the different ways that a report can be presented? |  |
| **Handwriting** |  |  | Handwriting without Tears  Follow 3rd grade teaching guidelines. See manual pages 156 to 157 for weeks 28 to 36. |

**Fourth Grade - 1st Marking Period**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading Literature**  CC.1.3.4.I  CC.1.3.4.C  CC.1.3.4.A  CC.1.3.4.K  CC.1.2.4.B  CC.1.4.4.G  CC.1.4.4.S  CC.1.3.4.B | 30 days | **Unit EQ: How do you read, understand, and respond to fictional literature?**   * How do you use a variety of strategies to effectively read and comprehend literary fiction? 4 * How do you use specific details in a text to describe a character, setting, or event? 4 * How do you identify important events sequentially in a story? 3 * How do you use details in a text to determine the theme? 3 * How do you summarize fictional text? 5 * How do you use details from the text to make inferences? 3 * How does identifying the author’s purpose help you comprehend the text? 2 * How do you determine the meanings of unfamiliar words in a text? 3 * How do you write a written response to literary fiction? 3 | Reading Workshop  Direct instruction/groups  Variety of strategies: context clues, rereading, predicting, clarifying, questioning, summarizing  Writer’s Express pgs. 237-239  Sundance Comprehension Strategies Kit (Fiction)  Writer’s Express pgs. 216-219  Traditions textbook |
| **Fluency**  CC.1.1.4.D  CC.1.1.4.E | 9 days (1 day a week) | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read accurately and fluently? | Reading Workshop  Dibels Progress Monitoring |
| **Phonics and Word Recognition**  CC.1.1.4.D  CC.1.2.4.J  CC.1.3.4.J | 35 days (10-15 mins. a day) | **Unit EQ: How do you apply phonics and syllabication patterns to read accurately?**   * How do you use word analysis to decode unfamiliar words? * What are basic syllabication patterns? * How do you acquire and use new words and phrases? | Words Their Way Sorts  Accented Syllables 29-32  Unaccented Syllables 33-35  Elements of Reading  Writer’s Express pgs. 270-273 |
| **Narrative Writing**  CC.1.4.4.M  CC.1.4.4.N  CC.1.4.4.P  CC.1.4.4.O  CC.1.4.4.R  CC.1.4.4.Q  CC.1.4.4.T  CC.1.4.4.X | 15 days | **Unit EQ: How do you write an engaging and organized narrative about a real-life experience or event?**   * How is a real life narrative organized? 1 * How can you introduce a real life experience to your audience?1 * How do you use a variety of transitional words and phrases to manage the sequence of events?12 * How do you use dialogue to develop experiences and events? 1 * How do you use commas in quotation to mark direct speech? 1 * How do you use precise language and sensory details to convey experiences effectively? 2 * How does a variety of sentences affect style? 2 * How do you strengthen your writing by revising? 2 * How do you strengthen your writing by editing? 2 * How do you prepare a final draft for publication? 2 | Units of Study (Calkins)  Writer’s Express pgs. 110-115; 38-41; 50-53; 68-69; 373; 350 |
| **Grammar**  CC.1.4.4.F  CC.1.4.4.L  CC.1.4.4.R | 8 days | **Unit EQ: How do you use grammar to communicate clearly?**   * How do you use relative pronouns correctly? 2 * How do you ensure pronoun-antecedent agreement? 2 * How do you recognize and correct inappropriate fragments and run-on sentences? 2 * How are conjunctions used in a compound sentence? 2 | Writer’s Express pg. 378-379; 87-89; 387 |
| **Speaking and Listening**  CC.1.5.4.C  CC.1.5.4.E | 2 days | **Unit EQ: How can you be an effective speaker and listener?**   * How can you be an effective listener and identify a speaker's main point? * How do you express your own ideas appropriately and clearly? | Writer’s Express pg. 292-293; 324 |
| **Handwriting** | Daily  10 min. a day |  | Follow Fourth Grade Teaching Guidelines (pg. 152 of teacher’s manual) Weeks 1-9 |

**Fourth Grade - 2nd Marking Period**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Informational Reading**  CC.1.2.4.E  CC.1.2.4.A  CC.1.2.4.B  CC.1.2.4.K  CC.1.2.4.L  CC.1.2.4.F  CC.1.3.4.B  CC.1.2.4.G  CC.1.2.5.K | 25 days | **Unit EQ: How do you read, understand, and respond to informational text?**   * How can text features help you comprehend informational text? 2 * How do you determine the main idea and the supporting details in the text? 4 * How do you summarize informational text? 4 * What strategies can you use to read and comprehend literary nonfiction and informational text? 3 * How do you use details to support an inference in informational text? 2 * How do you use text structure to interpret information? 4 * How do you write a written response to an informational text? 4 * How do you include quotations from a text in your response? 2 | **Text Structure:** chronology, comparison, cause/effect, problem/solution, description  **Reading Strategies:** clarifying/context clues, identifying fact and opinion, rereading, questioning, summarizing  Sundance Comprehension Strategies Kit (Nonfiction)  Science/Social Studies Textbook |
| **Fluency**  CC.1.1.4.E | 9 days (1 day a week) | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How does phrasing affect fluency? | Reading Workshop  Dibels Progress Monitoring |
| **Phonics and Word Recognition**  CC.1.1.4.D  CC.1.1.4.E  CC.1.2.4.J  CC.1.3.4.J | 35 days (10-15 min. a day) | **Unit EQ: How do you apply phonics and syllabication patterns to read accurately?**   * How do you read a multisyllabic word? * How do you use word analysis to decode unfamiliar words? | Words Their Way Sorts  Unaccented Syllables 36-39  Consonants 44-46 |
| **Informational Writing**  CC.1.4.4.A  CC1.4.4.B  CC.1.4.4.C  CC.1.4.4.D  CC.1.4.4.E  CC.1.4.4.F  CC.1.4.4.T  CC.1.4.4.X | 12 days | **Unit EQ: How do you write an informative/explanatory text that explains or gives information about a topic?**   * How is an informative/explanatory writing piece organized? 2 * How do you introduce the topic clearly? 1 * How do you develop the topic with facts, definitions, details, and other related information? 2 * How do you group related information into paragraphs or sections? 3 * How can you choose words and phrases to convey ideas precisely? 2 * How do you use correct grammar, conventions, and spelling? 2 | Units of Study (Calkins)  Writer’s Express pgs. 59-61; 72-77 |
| **Opinion Writing on a Text**  CC.1.4.4.G  CC.1.4.4.J  CC.1.4.4.H  CC.1.4.4.I  CC.1.4.4.K  CC.1.4.4.L  CC.1.4.4.T  CC.1.4.4.X | 5 days | **Unit EQ: How do you write an opinion text that explains an opinion about a topic?**   * How is an opinion piece organized? 1 * How do you introduce and state an opinion based on a text? 2 * How do you draw evidence from the text to support your opinion? 2 | Units of Study (Calkins)  Writer’s Express pgs. 309-311 |
| **Grammar**  CC.1.4.4.F  CC.1.4.4.L  CC.1.4.4.R | 6 days | **Unit EQ: How do you use grammar to communicate clearly?**   * How do you form and use progressive verb tenses? 2 * How are helping verbs used to convey condition? 2 * How do you ensure subject-verb agreement? 2 | Writer’s Express pg. 383; 88  (e.g. can/could, may/might, must, will/would. shall/should) |
| **Speaking and Listening**  CC.1.5.4.A | 3 days | **Unit EQ: How can you be an effective speaker and listener?**   * How do you effectively engage in a range of discussions based on a topic and text? | Writer’s Express pgs. 322-327  Students may present their informational or opinion piece to the class. |
| **Handwriting** | Daily  10 min. a day |  | Follow Fourth Grade Teaching Guidelines (pg. 152 of teacher’s manual) Weeks 10-18 |

**Fourth Grade - 3rd Marking Period**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading Literature**  CC.1.3.4.F  CC.1.3.4.E | 15  days | **Unit EQ: How do you read, understand, and respond to fictional literature?**   * How is figurative language used to convey meaning? * What are the differences in structural elements of poems, drama, and prose? | Figurative Language: simile, metaphor, idiom, adages, proverbs  Writer’s Express pg. 177-179; 244-245 |
| **Informational Reading**  CC.1.2.4.C  CC.1.2.4.D  CC.1.2.4.H  CC.1.2.4.K  CC.1.1.4.D  CC.1.1.4.X | 12 days | **Unit EQ: How do you read, understand, and respond to informational text?**   * How do you choose specific information in a text to explain what happened and why? 4 * How do you compare and contrast an event or topic told from two different points of view? 5 * How does an author use reasons and evidence to support particular points in a text? 3 | science and social studies text  Cause/Effect  firsthand and secondhand account of the same event or topic |
| **Fluency**  CC.1.1.4.E | 9 days (1 day a week) | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How does the type of text affect your reading rate? | Reading Workshop  Dibels Progress Monitoring |
| **Phonics and Word Recognition**  CC.1.2.4.K  CC.1.2.4.J  CC.1.3.4.J | 40 days (10-15 min. a day) | **Unit EQ: How do you apply phonics and syllabication patterns to read accurately?**   * How do you use affixes and roots as clues to the meaning of a word? | Words Their Way  Prefixes & Suffixes 47-49; 50-53  Writer’s Express pg. 260 |
| **Opinion Writing on a Topic**  CC.1.4.4.G  CC.1.4.4.H  CC.1.4.4.I  CC.1.4.4.K  CC.1.4.4.L  CC.1.4.4.T  CC.1.4.4.X | 15 days | **Unit EQ: How do you write an opinion essay supporting a point of view based on a topic?**   * How do you introduce and state an opinion based on a topic? 2 * How do you provide reasons that are supported by facts and details? 5 * How can you choose words and phrases to convey ideas in an opinion piece? 2 | Units of Study (Calkins)  Use the writing process: Pre-Write, Draft, Revise, Edit, Publish (Use additional days for revising, editing, and publishing) |
| **Grammar**  CC.1.4.4.F  CC.1.4.4.L  CC.1.4.4.R | 5 days | **Unit EQ: How do you use grammar to communicate clearly?**   * How do you use multiple adjectives correctly in a sentence? * How are apostrophes used correctly to show possession? |  |
| **Speaking and Listening**  CC.1.5.4.B | 2 days | **Unit EQ: How can you be an effective speaker and listener?**   * How do you paraphrase information you hear or see? |  |
| **Handwriting** | Daily  10 min. a day |  | Follow Fourth Grade Teaching Guidelines (pg. 152 of teacher’s manual) Weeks 19-27 |

**Fourth grade - 4th Marking Period**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading Literature**  CC.1.3.4.D  CC.1.3.4.G  CC.1.3.4.H | 15 days | **Unit EQ: How do you read, understand, and respond to fictional literature?**   * How do you compare and contrast an event or topic from two different points of view? 5 * How do you compare and contrast a fictional text with a visual or oral presentation of the text? 5 * How do you compare and contrast similar themes, topics, and events in literature? 5 | first and third person narrations  speeches, drama, poems  Multicultural literature |
| **Informational Reading**  CC.1.2.4.I  CC.1.2.4.F  CC.1.2.4.K | 5 days | **Unit EQ: How do you read, understand, and respond to informational text?**   * How do you integrate information from two texts on the same topic? 5 |  |
| **Fluency**  CC.1.1.4.E | 9 days (1 day a week) | **Unit EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read with expression? | Reader’s Theaters  Dibels Progress Monitoring |
| **Phonics and Word Recognition**  CC.1.1.4.D  CC.1.4.5.L  CC.1.2.4.J  CC.1.3.4.J | 30 days (10-15 min. a day) | **Unit EQ: How do you apply phonics and syllabication patterns to read accurately?**   * How do you use word analysis to decode unfamiliar words? * How do you identify and use multiple-meaning words correctly? (e.g. homophones, homographs, homonyms) | Words Their Way  Consonants 40-43  Homophones & Homographs 54-55  Writer’s Express pgs. 362-369 |
| **Imagined Writing**  CC.1.4.4.M  CC.1.4.4.N  CC.1.4.4.O  CC.1.4.4.Q  CC.1.4.4.R  CC.1.4.4.X | 10 days | **Unit EQ: How do you write a narrative story about a fictional event?**   * How is a narrator introduced and the characters developed in an imagined story? 2 * How do you use dialogue and descriptions to show character responses to situations? 3 * How do you use precise language and sensory details to convey experiences effectively? 3 * How do you use keyboarding skills to type a minimum of one page in a single sitting? 2 | Units of Study (Calkins)  Writer’s Express pgs. 153-159; 164-169 |
| **Research**  CC.1.4.4.V  CC.1.4.4.W  CC.1.4.4.U  CC.1.4.4.S  CC.1.4.4.T  CC.1.4.4.X | 15 days | **Unit EQ: How do you write an informative/ explanatory text based on a research topic?**   * How do you choose a topic for research? 1 * How do you develop questions when researching different aspects of a topic? 1 * How do you take notes and categorize information from print and digital sources? 5 * How do you use technology to research and produce a final product? 5 * How do you use technology to interact and collaborate with others? 2 * How do you provide a list of sources?1 |  |
| **Grammar**  CC.1.4.4.F  CC.1.4.4.L  CC.1.4.4.R | 6 days | **Unit EQ: How do you use grammar to communicate clearly?**   * How do you use relative adverbs correctly? 3 * How do you form and use prepositional phrases? 3 |  |
| **Speaking and Listening**  CC.1.5.4.D  CC.1.5.4.F  CC.1.5.4.G  CC.1.4.5.E | 2 days | **Unit EQ: How can you be an effective speaker and listener?**   * How do you effectively present an oral presentation? | Writer’s Express pg. 233; 280  Students may present their research projects. |
| **Handwriting** | Daily  10 min. a day |  | Follow Fourth Grade Teaching Guidelines (pg. 152 of teacher’s manual) Weeks 28-36 |

**The Writing Process**

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| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
|  |  | * How do you strengthen your writing by revising? * How do you strengthen your writing by editing? * How do you prepare a final draft for publication? | Use the writing process for all writing pieces. |

**Fifth Grade - Marking Period One**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Informational  CC.1.2.5.A  CC.1.2.5.B  CC.1.2.5.C  CC.1.2.5.D  CC.1.2.5.E  CC.1.2.5.F  CC.1.2.5.G  CC.1.2.5.H  CC.1.2.5.I CC.1.2.5.J  CC.1.2.5.K  CC.1.2.5.L  E05.B-K.1.1.1  E05.B-K.1.1.2  E05.B-K.1.1.3  E05.B-C.2.1.1  E05.B-C.2.1.2  E05.B-C.3.1.1.  E05.B-C.3.1.2  E05.B-C.3.1.3  E05.B-V.4.1.1. (a, c)  E05.B-V.4.1.2 (a, b) | **30** | **UNIT EQ: How do you read, understand, and respond to informational text?**   * How do you determine two or more main ideas in the text? (4 days) * How do you summarize text and make inferences while citing evidence?(3 days) * How do you compare/contrast two or more individuals, events, or ideas?(3 days) * How do you analyze multiple accounts of the same event or topic using point of view?(5 days) * How does text structure help you interpret information or phrasing?(2 days) * How do you use a variety of reading strategies to determine the meaning of known and unknown words and phrases?(8 days) * How do determine author's point of view?(2 days) * How do apply and identify logical relationships using transition words?(3 days) | Science textbook, Social Studies textbook, KidBiz, Time for Kids (weekly magazines)  Context Clues (synonym, antonym, word origin), Talk to the Text, QAR, Predict, Summarize, Question, and Clarify |
| Reading Literature  CC.1.3.5.A  CC.1.3.5.B  CC.1.3.5.C  CC.1.3.5.D  CC.1.3.5.E  CC.1.3.5.F  CC.1.3.5.G  CC.1.3.5.H  CC.1.3.5.I  CC.1.3.5.J  CC.1.3.5.K  E05.A-K.1.1.1  E05.A-K.1.1.2  E05.A-K.1.1.3  E05.A-C.2.1.1  E05.A.-C.3.1.1  E05.A-V.4.1.1 (a)  E05.A-V.4.1.2 (a,b) | **NA** | **UNIT EQ: How do you read, understand, and respond to fictional literature?**  \* All essential questions for Reading Literature are listed in marking period 2. | Expeditions textbook, Compass Language Arts Folder |
| Fluency  CC.1.1.5.E | **9** | **UNIT EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read fluently and accurately? * How does the type of text affect your reading rate? * How do you read with expression? | Dibels (progress monitoring)  Read Naturally  One day per week for 15 min |
| Word Recognition/Phonics  CC.1.2.5.K  CC.1.1.5.D  E05.B-V.4.1.1. (b)  E05.B-V.4.1.2 (c) | **36** | **UNIT EQ: How do you apply grade level phonics and word analysis skills?**   * How do you use Greek and Latin affixes and root words as clues to help you find the meaning of a word? * How do you read a multisyllabic word? * What are basic syllabication patterns? | Words Their Way sorts  Daily 10 min - following suggested program |
| Writing: Narrative (Personal)  CC.1.4.5.M  CC.1.4.5.N  CC.1.4.5.O  CC.1.4.5.P  CC.1.4.5.Q  CC.1.4.5.R  E05.C.1.3.1  E05.C.1.3.2  E05.C.1.3.3  E05.C.1.3.4  E05.C.1.3.5  E05.D.1.1.1  E05.D.1.1.2  E05.D.1.1.3  E05.D.1.1.4  E05.D.1.1.5  E05.D.1.1.6  E05.D.1.1.7 | **22** | **UNIT EQ: How do you write an engaging and sequential personal narrative story about a real life event?**   * How is a real life narrative story organized? (3 days) * How do you use narrative techniques such as dialogue, description, and pacing to develop experiences and events?(3 days) * How do you use a variety of transitional words, phrases, and clauses to manage the sequence of events?(3 days) * How do you use precise language and phrases and sensory details to effectively convey experiences?(3 days) * How do you develop your writing by revising?(5 days) * How do you strengthen your writing by editing for correct conventions, grammar, usage, capitalization, punctuation and spelling?(5 days) * How do you prepare a final draft for publication? (1 day) * How is an ellipsis used to convey expression?(2 days) | Units of Study (Calkins) |
| Writing: Opinion/Argumentative (text based) CC.1.4.5.G  CC.1.4.5.H  CC.1.4.5I  CC.1.4.5.J  CC.1.4.5.K  CC.1.4.5.L  CC.1.4.5.S | **15** | **UNIT EQ: How do you write an opinion essay based on a text supporting a point of view?**   * How is an opinion essay organized?(4 days) * How do you provide reasons that are supported by facts and details drawn from a credible source?(4 days) * How do you write with an awareness of style?(4 days) * ~~How do you develop and strengthen your writing by revising?~~ * ~~How do you strengthen your writing by editing for correct grammar, conventions, and spelling?~~ * ~~How do you prepare a final draft for publication?~~ * How are colons and semi-colons used?( 2 days) | Units of Study (Calkins) |
| Conventions  (Grammar and Mechanics)  CC.1.5.5.G | **5** | **UNIT EQ: How do you use grammar to communicate clearly?**   * How do you commas correctly? (2 days) * How do you use correlative conjunctions?(1 day) * How do you identify and correct inappropriate fragments and run-on sentences?(2 days) | KidBiz Writing Center, Compass Language Arts Folder    These are meant to be mini lessons that are to be incorporated into the writing for this quarter. |
| Speaking and Listening  CC.1.5.5.A  CC.1.5.5.B  CC.1.5.5.C  CC.1.5.5.D  CC.1.5.5.E | **9** | **UNIT EQ: How can you be an effective speaker and listener?**   * How do you effectively engage in a range of discussions based on a topic and text? * How do you summarize, explain, and express ideas clearly? | One day per week for 15 min |

**Fifth Grade - Marking Period 2**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Informational  CC.1.2.5.A  CC.1.2.5.B  CC.1.2.5.C  CC.1.2.5.D  CC.1.2.5.E  CC.1.2.5.F  CC.1.2.5.G  CC.1.2.5.H  CC.1.2.5.I CC.1.2.5.J  CC.1.2.5.K  CC.1.2.5.L | **NA** | **UNIT EQ: How do you read, understand, and respond to informational text?**  \*All essential questions for Reading Informational have been listed for marking period 1. | Science textbook, Social Studies textbook, KidBiz |
| Reading Literature  CC.1.3.5.A  CC.1.3.5.B  CC.1.3.5.C  CC.1.3.5.D  CC.1.3.5.E  CC.1.3.5.F  CC.1.3.5.G  CC.1.3.5.H  CC.1.3.5.I  CC.1.3.5.J  CC.1.3.5.K | **30** | **UNIT EQ: How do you read, understand, and respond to fictional literature?**   * How do you use literary elements to analyze and determine the theme of a text? (8 days) * ~~How do you summarize text and make inferences while citing evidence~~? * How do you compare/contrast literary elements using specific details from the text? (4 days) * How do you compare/contrast multiple point of view of the same event?(5 days) * How do illustrations/multimedia elements contribute to the meaning of the text? (2 days) * How do chapters, scenes, and stanzas fit together to provide an overall structure?(5 days) * How do you determine the meanings of words in a text?(2 days) * How do you compare and contrast text in the same genre based on literary elements?(4 days) * ~~How do apply and identify logical relationships using transition words?~~ * ~~How do you use a variety of reading strategies to determine the meaning of known and unknown words and phrases?~~ | Expeditions textbook, Compass Language Arts Folder |
| Fluency  CC.1.1.5.E | **9** | **UNIT EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read fluently and accurately? * How does the type of text affect your reading rate? * How do you read with expression? | Dibels (Progress Monitoring)  Read Naturally  One day per week for 15 min |
| Word Recognition/Phonics  CC.1.1.5.D  EC.4.1.1. (b)  EC 4.1.2. (c) | **36** | **UNIT EQ: How do you apply grade level phonics and word analysis skills?**   * How do you use Greek and Latin affixes and root words as clues to help you find the meaning of a word? * How do you read a multisyllabic word? * What are basic syllabication patterns? | Words Their Way sorts  Daily 10 min - following suggested program |
| Writing: Narrative/ Imagined  CC.1.4.5.M  CC.1.4.5.N  CC.1.4.5.O  CC.1.4.5.P  CC.1.4.5.Q  CC.1.4.5.R | **17** | **UNIT EQ: How do you write a narrative story about a fictional event?**   * How is an imagined narrative story organized?(2 days) * How do you use narrative techniques such as dialogue, description and pacing to establish characters? (6 days) * How do you use a variety of transition words, phrases, and clauses to manage the sequence of events and provide a logical conclusions? (6 days) * ~~How do you use precise language and phrases and sensory details to effectively convey experiences?~~ * ~~How do you develop and strengthen your writing through revision?~~ * ~~How do you strengthen your writing by editing for correct conventions, grammar, usage, capitalization, punctuation, and spelling?~~ * ~~How do you prepare a final draft for publication~~? * How is dialogue used and punctuated in a narrative?(3 days) | Units of Study (Calkins) |
| Writing: Opinion/ Argumentative (topic based)  CC.1.4.5.G  CC.1.4.5.H  CC.1.4.5I  CC.1.4.5.J  CC.1.4.5.K  CC.1.4.5.L | **20** | **UNIT EQ: How do you write an opinion essay supporting a point of view based on a topic?**   * How is an opinion essay organized? (2 days) * How do you provide opinions that are supported by facts and details?(18 days) * ~~How do you write with an awareness of style?~~ * ~~How do you develop and strengthen your writing b~~y ~~revising?~~ * ~~How do you strengthen your writing by editing for correct conventions, grammar, and spelling?~~ * ~~How do you prepare a final draft for publication?~~ | Units of Study (Calkins) |
| Conventions  (Grammar and Mechanics)  CC.1.5.5.G | **5** | **UNIT EQ: How do you use grammar to communicate clearly?**   * How do you form and use proper verb tenses? * How do you use verb tense to convey time, sequence, states, and conditions? * How do you identify and correct inappropriate shifts in verb tense? * How do you correctly use frequently confused words? | KidBiz Writing Center, Compass Language Arts Folder  These are meant to be mini lessons that are to be incorporated into the writing for this quarter. |
| Speaking and Listening  CC.1.5.5.A  CC.1.5.5.B  CC.1.5.5.C  CC.1.5.5.D  CC.1.5.5.E | **9** | **UNIT EQ: How can you be an effective speaker and listener?**   * How do you effectively engage in a range of discussions based on a topic and text? * How do you summarize, explain, and express ideas clearly? | One day per week for 15 min |

**Fifth Grade - Marking Period 3**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Informational  CC.1.2.5.A  CC.1.2.5.B  CC.1.2.5.C  CC.1.2.5.D  CC.1.2.5.E  CC.1.2.5.F  CC.1.2.5.G  CC.1.2.5.H  CC.1.2.5.I CC.1.2.5.J  CC.1.2.5.K  CC.1.2.5.L | **NA** | **UNIT EQ: How do you read, understand, and respond to informational text?**  \*All essential questions for Reading Informational have been listed for marking periods 1 and 2. | Science textbook, Social Studies textbook, KidBiz |
| Reading Literature  CC.1.3.5.A  CC.1.3.5.B  CC.1.3.5.C  CC.1.3.5.D  CC.1.3.5.E  CC.1.3.5.F  CC.1.3.5.G  CC.1.3.5.H  CC.1.3.5.I  CC.1.3.5.J  CC.1.3.5.K | **NA** | **UNIT EQ: How do you read, understand, and respond to fictional literature?**  \*All essential questions for Reading Literature have been listed for marking periods 1 and 2. | Expeditions textbook, Compass Language Arts Folder |
| Fluency  CC.1.1.5.E | **9** | **UNIT EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read fluently and accurately? * How does the type of text affect your reading rate? * How do you read with expression? | Dibels (progress monitoring)  Read Naturally  One day per week for 15 min |
| Word Recognition/Phonics  CC.1.1.5.D  EC.4.1.1. (b)  EC.4.1.2 (c) | **36** | **UNIT EQ: How do you apply grade level phonics and word analysis skills?**   * How do you use Greek and Latin affixes and root words as clues to help you find the meaning of a word? * How do you read a multisyllabic word? * What are basic syllabication patterns? | Words Their Way sorts  Daily 10 min - following suggested program |
| Writing: Informative/ Explanatory CC.1.4.5.A  CC.1.4.5.B  CC.1.4.5.C  CC.1.4.5.D  CC.1.4.5.E  CC.1.4.5.F | **22** | **UNIT EQ: How do you write an informative/explanatory text that conveys ideas and information on a topic?**   * How is an informative/explanatory essay organized? (4 days) * How do you develop a topic using concrete details? (18 days) * ~~How do you write with an awareness of style?~~ * ~~How do you develop and strengthen your writing by revising?~~ * ~~How do you strengthen your writing by editing for correct grammar usage, conventions, capitalization, and spelling?~~ * ~~How do you prepare a final draft for publication~~? | Units of Study (Calkins) |
| Conventions  (Grammar and Mechanics)  CC.1.5.5.G | **5** | **UNIT EQ: How do you use grammar to communicate clearly?**   * How do you ensure subject-verb and pronoun-antecedent agreement? | KidBiz Writing Center, Compass Language Arts Folder  These are meant to be mini lessons that are to be incorporated into the writing for this quarter. |
| Speaking and Listening  CC.1.5.5.A  CC.1.5.5.B  CC.1.5.5.C  CC.1.5.5.D  CC.1.5.5.E | **9** | **UNIT EQ: How can you be an effective speaker and listener?**   * How do you effectively engage in a range of discussions based on a topic and text? * How do you summarize, explain, and express ideas clearly? | One day per week for 15 min |

**Fifth Grade - Marking Period 4**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Informational  CC.1.2.5.A  CC.1.2.5.B  CC.1.2.5.C  CC.1.2.5.D  CC.1.2.5.E  CC.1.2.5.F  CC.1.2.5.G  CC.1.2.5.H  CC.1.2.5.I CC.1.2.5.J  CC.1.2.5.K  CC.1.2.5.L | **NA** | **UNIT EQ: How do you read, understand, and respond to informational text?**  \*All essential questions for Reading Informational have been listed for marking periods 1 and 2. | Science textbook, Social Studies textbook, KidBiz |
| Reading Literature  CC.1.3.5.A  CC.1.3.5.B  CC.1.3.5.C  CC.1.3.5.D  CC.1.3.5.E  CC.1.3.5.F  CC.1.3.5.G  CC.1.3.5.H  CC.1.3.5.I  CC.1.3.5.J  CC.1.3.5.K | **NA** | **UNIT EQ: How do you read, understand, and respond to fictional literature?**  \*All essential questions for Reading Literature have been listed for marking periods 1 and 2. | Expeditions textbook, Compass Language Arts Folder |
| Fluency  CC.1.1.5.E | **9** | **UNIT EQ: How do you read with accuracy and fluency to support comprehension?**   * How do you read fluently and accurately? * How does the type of text affect your reading rate? * How do you read with expression? | Dibels (progress monitoring)  Read Naturally  One day per week for 15 min |
| Word Recognition/Phonics  CC.1.1.5.D  EC.4.1.1 (b)  EC 4.1.2. (c) | **36** | **UNIT EQ: How do you apply grade level phonics and word analysis skills?**   * How do you use Greek and Latin affixes and root words as clues to help you find the meaning of a word? * How do you read a multisyllabic word? * What are basic syllabication patterns? | Words Their Way sorts  Daily 10 min - following suggested program |
| Writing: Research\*  CC.1.4.5.A  CC.1.4.5.B  CC.1.4.5.C  CC.1.4.5.D  CC.1.4.5.E  CC.1.4.5.F  CC.1.4.5.T  CC.1.4.5.U  CC.1.4.5.V  CC.1.4.5.W  CC.1.4.5.X  CC.1.5.5.F | **36** | **UNIT EQ: How do you write an informative/ explanatory text based on a research topic?**   * How do you research a topic and organize your notes? (18 days) * How do you logically conclude a research essay? (4 days) * ~~How do you write with an awareness of style?~~ * ~~How do you develop and strengthen your writing through revision?~~ * ~~How do you strengthen your writing by editing for correct conventions, grammar, usage, capitalization, punctuation, and spelling?~~ * ~~How do you prepare a final draft for publication?~~ * How do you paraphrase information in note taking? (3 days) * How do produce a bibliography? (3 days) * How do you use technology to interact and collaborate with others? (4 days) * How do you use keyboarding skills to type a two paged piece (in a single setting)? (2 days) * How are abbreviations used and punctuated? (2 days) | Units of Study (Calkins) |
| Conventions  (Grammar and Mechanics)  CC.1.5.5.G | **5** | **UNIT EQ: How do you use grammar to communicate clearly?**  \*All essential questions for conventions have been listed for marking periods 1, 2, and 3. | KidBiz Writing Center, Compass Language Arts Folder  These are meant to be mini lessons that are to be incorporated into the writing for this quarter. |
| Speaking and Listening  \*tied to cumulative assessment for Writing: Informative/Explanatory Research)  CC.1.5.5.A  CC.1.5.5.B  CC.1.5.5.C  CC.1.5.5.D  CC.1.5.5.E | **9** | **UNIT EQ: How can you be an effective speaker and listener?**   * How do you effectively engage in a range of discussions based on a topic and text? * How do you summarize, explain, and express ideas clearly? | One day per week for 15 min  \*tied to cumulative assessment for Writing: Informative/Explanatory Research) |