**Kindergarten - Marking Period One**

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| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Print Concepts/Book Handling**CC.1.1.K.ACC.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 - ReadinessWeek 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 AssessmentDIBELS | 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 - ReadinessWeek 2 - Tt, BbWeek 3 - Ff, Nn, MmWeek 4 - Cc. AaWeek 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.ACC.1.3.K.ECC.1.3.K.GCC.1.3.K.KCC.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.ACC.1.5 K.BCC.1.5 K.CCC.1.5 K.DCC.1.5 K.ECC.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 speakerears listeningmouth quiethands in lapfeet and body still |
| **Narrative (Personal) Writing**CC 1.4.K.MCC.1.4.K.NCC.1.4.K.RCC.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.ACC.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 AssessmentLetter Name and Sound AssessmentSyllable 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 AssessResource 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.ACC.1.3.K.CCC.1.3.K.DCC.1.3.K.ECC.1.3.K.FCC.1.3.K.GCC.1.3.K.ICC.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.ECC.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.ACC.1.5 K.BCC.1.5 K.CCC.1.5 K.DCC.1.5 K.ECC.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 heardmakes eye contact with audiencefaces audiencespeaks at a reasonable pace |
| **Narrative (Imagined) Writing**CC.1.4.K.MCC.1.4.K.OCC.1.4.K.PCC.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:** DIBELSWords 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 NameSame 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 remediationWords 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.ACC.1.3.K.BCC.1.3.K.CCC.1.3.K.FCC.1.3.K.ICC.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 storyResponding to Literature Assessment (Characters and Setting) |  charactersettingparts of a story: beginning, middle and end |
| **Informational Reading**CC.1.2.K.ACC.1.2.K.FCC.1.2.K.GCC.1.2.K.JCC.1.2.K.KCC.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 NewsNonfiction 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 materialsWords Their Way PoemsHoughton Mifflin Emergent Readers |
| **Informational Writing**CC.1.4.K.ACC.1.4.K.BCC.1.4.K.CCC.1.4.K.DCC.1.4.K.ECC.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 topicKindergarten Writing Benchmark Chart | **Kidwriting (Feldgus)****Units of Study (Calkins)** |
| **Grammar**CC.1.4.K.FCC.1.4.K.LCC.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 NameSame 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.ACC.1.3.K.CCC.1.3.K.FCC.1.3.K.ICC.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 AssessWeek 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 HenkesIra Sleeps Over by Bernard WaberA 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:** DIBELSWords 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 NameSame Vowel Word Families Sorts# 12 (-ut, -un, ug), #13 (-en, -et, -eg) |
| **Reading Literature**CC.1.3.K.ACC.1.3.K.BCC.1.3.K.CCC.1.3.K.FCC.1.3.K.ICC.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.ACC.1.5 K.BCC.1.5 K.CCC.1.5 K.DCC.1.5 K.ECC.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.GCC.1.4.K.HCC.1.4.K.ICC.1.4.K.JCC.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 sampleKindergarten Writing Benchmark Chart | **Kidwriting (Feldgus)****Units of Study (Calkins)** |
| **Grammar**CC.1.4.K.FCC.1.4.K.LCC.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/VerbsPlural NounsQuestion 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.ACC.1.3.1.BCC.1.3.1.CCC.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 WorkshopDirect instruction/groupsStrategies: 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,eSuggested 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 sortsLetter Name: Sort 35, 36, 37 (vowels)25, 26, 27, 28, 29, 30 (word families)short vowels: a, e, i, o, uDolch 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.BCC.1.4.1.MCC.1.4.1.NCC.1.4.1.OCC.1.4.1.PCC.1.4.1.QCC.1.4.1.RCC.1.4.1.TCC.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.FCC.1.4.1.LCC.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 letterpunctuationspaces |
| **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.DCC.1.3.1.HCC.1.3.1. ICC.1.3.1.JCC.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 WorkshopDirect instruction/groupsStrategies: Predicting, compare and contrast, point of view (first and third person) |
| **Informational Reading**CC.1.2.1.ECC.1.2.1.LCC.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 WorkshopDirect 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 sortsLetter Name sorts:15-23, 38-43 Consonant digraphs: th, sh, wh, ch, tchConsonant blends, sm, sn, sk, sl, st, str, sc, sp, sw, pl, pr, gr, cr, cl, dr, tr, fr, bl, br, fl, glDolch 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 sortsLetter Name sorts: 15-23, 38-43  |
| **Narrative (Imagined) Writing**CC.1.1.1.BCC.1.4.1.MCC.1.4.1.NCC.1.4.1.OCC.1.4.1.PCC.1.4.1.QCC.1.4.1.RCC.1.4.1.TCC.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.FCC.1.4.1.LCC.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.BCC.1.5.1.CCC.1.5.1.DCC.1.5.1.ACC.1.5.1.ECC.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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Reading Literature**CC.1.3.1.FCC.1.3.1.ICC.1.3.1.JCC.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 WorkshopDirect instruction/groupsStrategies: inference, cause and effect |
| **Informational Reading**CC.1.2.1.ACC.1.2.1.BCC.1.2.1.FCC.1.2.1.GCC.1.2.1.JCC.1.2.1.KCC.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 WorkshopDirect 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 sortsWithin Word Pattern Sorts: 2, 4, 6, 8, 10Dolch 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 sortsWithin Word Pattern Sorts:1, 3, 5, 7, 9 |
| **Informational Writing**CC.1.4.1.ACC.1.4.1.BCC.1.4.1.CCC.1.4.1.DCC.1.4.1.ECC.1.4.1.FCC.1.4.1.VCC.1.4.1.WCC.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.FCC.1.4.1.LCC.1.4.1.R | 10 | Unit EQ: How do you communicate clearly?* What are adjectives?
* What are pronouns?

**Assment:** *Grammar Assessment 3* | adjectivespronouns |
| **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| **Reading Literature**CC.1.3.1.BCC.1.3.1.ICC.1.3.1.JCC.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 WorkshopDirect instruction/groups |
| **Informational Reading**CC.1.2.1.BCC.1.2.1.CCC.1.2.1.ECC.1.2.1.FCC.1.2.1.GCC.1.2.1.HCC.1.2.1.ICC.1.2.1.JCC.1.2.1.KCC.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 WorkshopDirect 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 sortsWithin Word Pattern Sorts:11,13,14,16,18, 21Vowel Teams: ee, ea, ai, ay, oa, igh, ySuffixes: ed, ing, s, es, iesDolch 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.GCC.1.4.1.HCC.1.4.1.ICC.1.4.1.JCC.1.4.1.KCC.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.FCC.1.4.1.LCC.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* | conjunctionsverbsverb tenses (s, ed, ing) |
| **Speaking and Listening**CC.1.5.1.DCC.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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading LiteratureCC.1.3.2.ACC.1.3.2.BCC.1.3.2.ECC.1.3.2.FCC.1.3.2.GCC.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, solutionpoetrypredicting, realism /fantasycontext clues, synonyms |
| FluencyCC.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 RecognitionCC.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 sortsWithin Word Pattern:Sort 2,4,6,8,10Letter Name:Sort 45,46 (ng,mp,nt,nd,nk) |
| Narrative WritingCC.1.4.2.MCC.1.4.2.TCC.1.4.2.NCC.1.4.2.OCC.1.4.2.PCC.1.4.2.QCC.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) |
| GrammarCC.1.4.2.FCC.1.4.2.LCC.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 LiteratureCC.1.3.2.ACC.1.3.2.BCC.1.3.2.CCC.1.3.2.ECC.1.3.2.GCC.1.3.2.ICC.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, solutionTypes of questions: Right there, Think & Search, Author & MeantonymsReading strategies: questioning, clarifying |
| Informational ReadingCC.1.2.2.ACC.1.2.2.BCC.1.2.2.CCC.1.2.2.ECC.1.2.2.GCC.1.2.2.FCC.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/contrastwho, what, where, when, why, howreading directions, glyphs |
| FluencyCC.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 RecognitionCC.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 sortsWithin 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.MCC.1.4.2.NCC.1.4.2.OCC.1.4.2.PCC1.4.2.QCC.1.4.2.RCC.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?
 |  |
| GrammarCC.1.4.2.FCC.1.4.2.LCC.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 sortsSyllables and Affixes::sort 2 (compound words/reflexive pronouns) |
| Speaking and ListeningCC.1.5.3.CCC.1.5.2.ACC.1.5.2.BCC.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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading LiteratureCC.1.3.2.ACC.1.3.2.BCC.1.3.2.ECC.1.3.2.GCC.1.3.2.JCC.1.3.2.ICC.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/contrasthomonyms, homophones |
| Informational ReadingCC.1.2.2.ACC.1.2.2.BCC.1.2.2.ECC.1.2.2.FCC.1.2.2.GCC.1.2.2.KCC.1.2.2.JCC.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 |
| FluencyCC.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 RecognitionCC.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 sortsWithin 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) |
| GrammarCC.1.4.2.FCC.1.4.2.LCC.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 sortsSyllables and Affixes:Sort 4(unusual plurals), 11(irregular verbs) |
| Speaking and ListeningCC.1.5.2.BCC.1.5.2.ECC.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 WritingCC.1.4.2.ACC.1.4.2.BCC.1.4.2.CCC.1.4.2.DCC.1.4.2.ECC.1.4.2.FCC.1.4.2.TCC.1.4.2.VCC.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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading LiteratureCC.1.3.2.BCC.1.3.2.DCC.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 viewpointmaking judgments |
| Informational ReadingCC.1.2.2.BCC.1.2.2.HCC.1.2.2.ICC.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 |
| FluencyCC.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 RecognitionCC.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 sortsSyllables and Affixes:sort 3(es,s), 5,6,7(ing), 8,9,10(ed), |
| GrammarCC.1.4.2.FCC.1.4.2.LCC.1.4.2.R | 2 | **Unit EQ: How do you communicate clearly?*** How do you write a compound sentence?
* What are adverbs?
 |  |
| Speaking and ListeningCC.1.5.2.BCC.1.5.2.ECC.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 TopicCC.1.4.2.GCC.1.4.2.UCC.1.4.2.WCC.1.4.2.X CC.1.4.2.HCC.1.4.2.ICC.1.4.2.JCC.1.4.2.KCC.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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit and****Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading Literature**CC.1.3.3.CCC.1.3.3.ECC.1.3.3.FCC.1.3.3.ICC.1.3.3.JCC.1.3.3.KCC.1.3.3.GCC.1.1.3.ECC.1.3.3.B |  10   555  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 121reading strategies: Write on Track, pages 198 - 201 and 208Variety 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 Workshopfluency word list |

|  |  |  |  |
| --- | --- | --- | --- |
| **Phonics and Word Recognition**CC.1.1.3.DCC.1.4.3.FCC.1.4.3.LCC.1.4.3.R |  105  (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, 24contractions: Words Their Way: Letter Name ,sort 49contractions: Write on Track, page 301spelling strategies: Write on Track, pages 224 - 227using a dictionary: Write on Track, pages 210 - 211 |
| **Narrative Writing**CC.1.4.3.MCC.1.4.3.TCC.1.4.3.PCC.1.4.3.QCC.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 - 19narrative paragraph: Write on Track, page 58personal narrative: Write on Track, pages 96 - 99quotation marks: Write on Track,page 302quotation marks: Grammar Tales Teaching Guide, pages 83 - 85 and mini-book The Mystery of the Missing Sockscommas: Write on Track, pages 298 - 299commas: Grammar Tales Teaching Guide, pages 73 -75 and mini-book When Comma Came to Townrevising: Write on Track, pages 43 - 47editing: Write on Track, pages 52 - 53 |
| **Grammar**CC.1.4.3.FCC.1.4.3.LCC.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 329nouns: Grammar Tales Teaching Guide, pages 13 -15 and mini-book Chicken in the Cityplural nouns: Words Their Way: Syllables and Affixes, sorts 3, 4 and 18pronouns, Write on Track, page 330pronouns: Grammar Tales Teaching Guide, pages 53 -55 and mini-book The Planet Without Pronounsconjunctions, Write on Track, page 339 |
| **Speaking and Listening**CC.1.5.3.ACC.1.5.3.CCC.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 TearsFollow 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 andStandards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Informational Reading**CC.1.2.3.ECC.1.2.3.BCC.1.2.3.ACC.1.2.3.FCC.1.2.3.LCC.1.2.3.GCC.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 kittext features: Write on Track, pages 143 and 193 -197Houghton 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.ACC.1.4.3.BCC.1.4.3.CCC.1.4.3.DCC.1.4.3.ECC.1.4.3.TCC.1.4.3.SCC.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.GCC.1.4.3.HCC.1.4.3.ICC.1.4.3.JCC.1.4.3.KCC.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 - 273persuasive writing: Write on Track, pages 61 and 115 |
| **Grammar**CC.1.4.3.FCC.1.4.3.LCC.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 - 334verbs: Grammar Tales Teaching Guide, pages 23 -25 and mini-book A Verb for HerbWords Their Way: Syllables and Affixes, sorts 7, 8, 17 and 19Words Their Way: Inflected Endings, sort 11 |
| **Speaking and Listening**CC.1.5.3.ACC.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 TearsFollow 3rd grade teaching guidelines. See manual pages 152 to 155 for weeks 10 to 18. |

**Third Grade - 3rd Marking Period**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit and****Standards** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading****Literature**CC.1.3.3.CCC.1.3.3.ACC.1.3.3.HCC.1.3.3.FCC.1.3.3.DCC.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 266Houghton 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 - 218Words Their Way: Syllables and Affixes, sorts 35, 36, 47, 48, 53 |
| **Imagined Narrative**CC.1.4.3.MCC.1.4.3.NCC.1.4.3.PCC.1.4.3.OCC.1.4.3.QCC.1.4.3.RCC.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 -163writing a fantasy: Write on Track, pages 166 -169Houghton Mifflin Rewards, pages 288 - 289, “Student Writing Model: A Story”Houghton Mifflin Horizons, pages 340 - 341, “Writing a Story” |
| **Grammar**CC.1.4.3.FCC.1.4.3.LCC.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 - 336Grammar Tales Teaching Guide, pages 33 -35 and mini-book The Bug BookWords Their Way: Syllables and Affixes; sort 52 |
| **Speaking and Listening**CC.1.5.3.BCC.1.5.3.DCC.1.5.3.ECC.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 TearsFollow 3rd grade teaching guidelines. See manual pages 154 to 157 for weeks 19 to 27. |

**Third Grade - 4th Marking Period**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit and Standards** | **Days** | **Essential Questions** | **Notes\Possible Resources** |
| **Informational Reading**CC.1.2.3.CCC.1.2.3.ACC.1.2.3.ICC.1.2.3.DCC.1.2.3.HCC.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.GCC.1.4.3.HCC.1.4.3.ICC.1.4.3.JCC.1.4.3.KCC.1.4.3.LCC.1.4.3.SCC.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.FCC.1.4.3.LCC.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 - 323homophones: Words Their Way: Syllables and Affixes, sort 54Words Their Way: Syllables and Affixes: sorts 1, 32, 33, 34, 45, 46 |
| **Writing a Research Report**CC.1.4.3.VCC.1.4.3.WCC.1.4.3.XCC.1.4.3.SCC.1.4.3.ACC.1.4.3.DCC.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 - 151Houghton Mifflin Horizons, pages40 - 43 (“A Research Report” |
| **Grammar**CC.1.4.3.FCC.1.4.3.LCC.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.DCC.1.5.3.FCC.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 TearsFollow 3rd grade teaching guidelines. See manual pages 156 to 157 for weeks 28 to 36. |

**Fourth Grade - 1st Marking Period**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading Literature**CC.1.3.4.ICC.1.3.4.CCC.1.3.4.ACC.1.3.4.KCC.1.2.4.BCC.1.4.4.GCC.1.4.4.SCC.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 WorkshopDirect instruction/groupsVariety of strategies: context clues, rereading, predicting, clarifying, questioning, summarizingWriter’s Express pgs. 237-239Sundance Comprehension Strategies Kit (Fiction)Writer’s Express pgs. 216-219Traditions textbook  |
| **Fluency**CC.1.1.4.DCC.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 WorkshopDibels Progress Monitoring |
| **Phonics and Word Recognition**CC.1.1.4.DCC.1.2.4.JCC.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 SortsAccented Syllables 29-32Unaccented Syllables 33-35Elements of Reading Writer’s Express pgs. 270-273 |
| **Narrative Writing**CC.1.4.4.MCC.1.4.4.NCC.1.4.4.PCC.1.4.4.OCC.1.4.4.RCC.1.4.4.QCC.1.4.4.TCC.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.FCC.1.4.4.LCC.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.CCC.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**  | Daily10 min. a day |  | Follow Fourth Grade Teaching Guidelines (pg. 152 of teacher’s manual) Weeks 1-9 |

**Fourth Grade - 2nd Marking Period**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Informational Reading**CC.1.2.4.ECC.1.2.4.ACC.1.2.4.BCC.1.2.4.KCC.1.2.4.LCC.1.2.4.FCC.1.3.4.BCC.1.2.4.GCC.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, summarizingSundance 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 WorkshopDibels Progress Monitoring |
| **Phonics and Word Recognition**CC.1.1.4.DCC.1.1.4.ECC.1.2.4.JCC.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 SortsUnaccented Syllables 36-39Consonants 44-46  |
| **Informational Writing**CC.1.4.4.ACC1.4.4.BCC.1.4.4.CCC.1.4.4.DCC.1.4.4.ECC.1.4.4.FCC.1.4.4.TCC.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.GCC.1.4.4.JCC.1.4.4.HCC.1.4.4.ICC.1.4.4.KCC.1.4.4.LCC.1.4.4.TCC.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.FCC.1.4.4.LCC.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. 322-327Students may present their informational or opinion piece to the class.  |
| **Handwriting** | Daily10 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.FCC.1.3.4.E | 15days | **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, proverbsWriter’s Express pg. 177-179; 244-245 |
| **Informational Reading**CC.1.2.4.CCC.1.2.4.DCC.1.2.4.HCC.1.2.4.KCC.1.1.4.DCC.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 textCause/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 WorkshopDibels Progress Monitoring |
| **Phonics and Word Recognition**CC.1.2.4.KCC.1.2.4.JCC.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 WayPrefixes & Suffixes 47-49; 50-53Writer’s Express pg. 260 |
| **Opinion Writing on a Topic**CC.1.4.4.GCC.1.4.4.HCC.1.4.4.ICC.1.4.4.KCC.1.4.4.LCC.1.4.4.TCC.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.FCC.1.4.4.LCC.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** | Daily10 min. a day |  | Follow Fourth Grade Teaching Guidelines (pg. 152 of teacher’s manual) Weeks 19-27 |

**Fourth grade - 4th Marking Period**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit**  | **Days** | **Essential Questions** | **Notes/Possible Resources** |
| **Reading Literature**CC.1.3.4.DCC.1.3.4.GCC.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 narrationsspeeches, drama, poemsMulticultural literature  |
| **Informational Reading**CC.1.2.4.ICC.1.2.4.FCC.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 TheatersDibels Progress Monitoring |
| **Phonics and Word Recognition**CC.1.1.4.DCC.1.4.5.LCC.1.2.4.JCC.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 WayConsonants 40-43Homophones & Homographs 54-55Writer’s Express pgs. 362-369 |
| **Imagined Writing**CC.1.4.4.MCC.1.4.4.NCC.1.4.4.OCC.1.4.4.QCC.1.4.4.RCC.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.VCC.1.4.4.WCC.1.4.4.UCC.1.4.4.SCC.1.4.4.TCC.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.FCC.1.4.4.LCC.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.DCC.1.5.4.FCC.1.5.4.GCC.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; 280Students may present their research projects.  |
| **Handwriting** | Daily10 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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading InformationalCC.1.2.5.ACC.1.2.5.BCC.1.2.5.CCC.1.2.5.DCC.1.2.5.ECC.1.2.5.FCC.1.2.5.GCC.1.2.5.HCC.1.2.5.ICC.1.2.5.JCC.1.2.5.KCC.1.2.5.LE05.B-K.1.1.1E05.B-K.1.1.2E05.B-K.1.1.3E05.B-C.2.1.1E05.B-C.2.1.2E05.B-C.3.1.1.E05.B-C.3.1.2E05.B-C.3.1.3E05.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 LiteratureCC.1.3.5.ACC.1.3.5.BCC.1.3.5.CCC.1.3.5.DCC.1.3.5.ECC.1.3.5.FCC.1.3.5.GCC.1.3.5.HCC.1.3.5.ICC.1.3.5.JCC.1.3.5.KE05.A-K.1.1.1E05.A-K.1.1.2E05.A-K.1.1.3E05.A-C.2.1.1E05.A.-C.3.1.1E05.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 |
| FluencyCC.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 NaturallyOne day per week for 15 min |
| Word Recognition/PhonicsCC.1.2.5.KCC.1.1.5.DE05.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 sortsDaily 10 min - following suggested program |
| Writing: Narrative (Personal)CC.1.4.5.MCC.1.4.5.NCC.1.4.5.OCC.1.4.5.PCC.1.4.5.QCC.1.4.5.RE05.C.1.3.1E05.C.1.3.2E05.C.1.3.3E05.C.1.3.4E05.C.1.3.5E05.D.1.1.1E05.D.1.1.2E05.D.1.1.3E05.D.1.1.4E05.D.1.1.5E05.D.1.1.6E05.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.GCC.1.4.5.HCC.1.4.5ICC.1.4.5.JCC.1.4.5.KCC.1.4.5.LCC.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 ListeningCC.1.5.5.ACC.1.5.5.BCC.1.5.5.CCC.1.5.5.DCC.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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading InformationalCC.1.2.5.ACC.1.2.5.BCC.1.2.5.CCC.1.2.5.DCC.1.2.5.ECC.1.2.5.FCC.1.2.5.GCC.1.2.5.HCC.1.2.5.ICC.1.2.5.JCC.1.2.5.KCC.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 LiteratureCC.1.3.5.ACC.1.3.5.BCC.1.3.5.CCC.1.3.5.DCC.1.3.5.ECC.1.3.5.FCC.1.3.5.GCC.1.3.5.HCC.1.3.5.ICC.1.3.5.JCC.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 |
| FluencyCC.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 NaturallyOne day per week for 15 min |
| Word Recognition/PhonicsCC.1.1.5.DEC.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 sortsDaily 10 min - following suggested program |
| Writing: Narrative/ ImaginedCC.1.4.5.MCC.1.4.5.NCC.1.4.5.OCC.1.4.5.PCC.1.4.5.QCC.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.GCC.1.4.5.HCC.1.4.5ICC.1.4.5.JCC.1.4.5.KCC.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 FolderThese are meant to be mini lessons that are to be incorporated into the writing for this quarter. |
| Speaking and ListeningCC.1.5.5.ACC.1.5.5.BCC.1.5.5.CCC.1.5.5.DCC.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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading InformationalCC.1.2.5.ACC.1.2.5.BCC.1.2.5.CCC.1.2.5.DCC.1.2.5.ECC.1.2.5.FCC.1.2.5.GCC.1.2.5.HCC.1.2.5.ICC.1.2.5.JCC.1.2.5.KCC.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 LiteratureCC.1.3.5.ACC.1.3.5.BCC.1.3.5.CCC.1.3.5.DCC.1.3.5.ECC.1.3.5.FCC.1.3.5.GCC.1.3.5.HCC.1.3.5.ICC.1.3.5.JCC.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 |
| FluencyCC.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 NaturallyOne day per week for 15 min |
| Word Recognition/PhonicsCC.1.1.5.DEC.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 sortsDaily 10 min - following suggested program |
| Writing: Informative/ ExplanatoryCC.1.4.5.ACC.1.4.5.BCC.1.4.5.CCC.1.4.5.DCC.1.4.5.ECC.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 FolderThese are meant to be mini lessons that are to be incorporated into the writing for this quarter. |
| Speaking and ListeningCC.1.5.5.ACC.1.5.5.BCC.1.5.5.CCC.1.5.5.DCC.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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit** | **Days** | **Essential Questions** | **Notes/Resources** |
| Reading Informational CC.1.2.5.ACC.1.2.5.BCC.1.2.5.CCC.1.2.5.DCC.1.2.5.ECC.1.2.5.FCC.1.2.5.GCC.1.2.5.HCC.1.2.5.ICC.1.2.5.JCC.1.2.5.KCC.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 LiteratureCC.1.3.5.ACC.1.3.5.BCC.1.3.5.CCC.1.3.5.DCC.1.3.5.ECC.1.3.5.FCC.1.3.5.GCC.1.3.5.HCC.1.3.5.ICC.1.3.5.JCC.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 |
| FluencyCC.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 NaturallyOne day per week for 15 min |
| Word Recognition/PhonicsCC.1.1.5.DEC.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 sortsDaily 10 min - following suggested program |
| Writing: Research\*CC.1.4.5.ACC.1.4.5.BCC.1.4.5.CCC.1.4.5.DCC.1.4.5.ECC.1.4.5.FCC.1.4.5.TCC.1.4.5.UCC.1.4.5.VCC.1.4.5.WCC.1.4.5.XCC.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 FolderThese 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.ACC.1.5.5.BCC.1.5.5.CCC.1.5.5.DCC.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) |