Unit 1 Reading and Phonics

Date of tentative implementation: September/ October

* RL.1.1. Ask and answer questions about key details in a text.
* RF.1.1. Demonstrate understanding of the organization and basic features of print.
  + Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
* RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  + Distinguish long from short vowel sounds in spoken single-syllable words.
  + Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  + Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  + Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
* RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  + Decode regularly spelled one-syllable words.
  + Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
* R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
* RL.1.1. Ask and answer questions about key details in a text.
* RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
* L.1.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  + Print all upper- and lowercase letters.

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| **Topics** | **Essential Question**  **Content & Language Objective** | **Assessment**  **(performance task, project)** | **Vocabulary** | **Resources** | **Modifications/ Accommodation** |
| **Phonemic Awareness** | **Essential Question:**  How can I manipulate a part or sound in a word to change the word?    **Students will need to know blending, segmenting, rhyming, subtract, add and delete phonemes, onset and rhyme, and identification of final and medial phonemes.**  **Students will need to be able to blend, segment and rhyme words.**  **HOTS:**  **Arrange, assemble, and generate words using appropriate sounds.** | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  Phonemic awareness benchmark  **Pre-assessment:**  Phonemic awareness benchmark  **Post-assessment:**  Phonemic Awareness benchmark | **Academic:**  Phonemes  Sounds  Phonemic awareness  Spoken language  Auditory  Manipulating sounds  **Content:**  Sounds  Phonemic awareness  Segmenting  Substitute phoneme  Adding and deleting phonemes  Onset  ryme  Sound out  Vowels | Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Phonics** | **Essential Question:**  How do we make a word?  **Students will need to know…** what sound each letter makes  **Students will need to be able to…** combine letter sounds to make words  **HOTS:** Combine, evaluate letters to make words | **Informal:**  Discussion  Participation  Q & A  Student Work  Weekly spelling test  **Formal :**  Phonics screener  **Pre-assessment:**  Phonics screener  **Post-assessment:**  Phonics screener | **Academic:**  Written language  Print  Grapheme  Digraphs  Visual/auditory  Reading and writing  Spelling patterns  Phonological structure  Content:  Written language  Reading  Sound out  Blends | Phonics 1st  Houghton Mifflin  Making Meaning  Little Books  Starfall.com  Promethean Planet  Leveled Books |  |
| **Literature** | Essential Question:  Students will need to know… how to ask clarifying questions  Students will need to be able to… predict what will happen next in the story  HOTS:  Predict, evaluate and clarify part of a story | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  **Pre-assessment:**  **Post-assessment:** | Academic:  Metacognition  Clarify  Infer  Predict  Content:  Wonder  Re-read  Understand  Question  Think  What will happen next | Phonics 1st  Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall.com  Promethean Planet  Word Wall/ Dolch List  Leveled Books |  |

Unit 2- Reading and Phonics

Date of tentative implementation: November

CCS:

* RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
* RL.1.3. Describe characters, settings, and major events in a story, using key details.
* RI.1.2. Identify the main topic and retell key details of a text.
* RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
* RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  + Read grade-level text with purpose and understanding.
* R.CCR.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

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| **Topics** | **Essential Question**  **Content & Language Objective** | **Assessment**  **(performance task, project)** | **Vocabulary** | **Resources** | **Modifications/ Accommodation** |
| **Phonemic Awareness** | **Essential Question:**  What sound(s) does the blend make?  **Students will need to know**… *blending,* segmenting, rhyming, subtract, add and delete phonemes, onset and ryme, and identification of final and medial phonemes.  **Students will need to be able to…** blend, segment and rhyme words.  **HOTS:** Arrange, assemble, and generate words using appropriate sounds. | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  Phonemic Awareness benchmarks  **Pre-assessment:**  Phonemic Awareness benchmarks  **Post-assessment:**  Phonemic Awareness Benchmarks | **Academic:**  Phonemes  Sounds  Phonemic awareness  Spoken language  Auditory  Manipulating sounds  **Content:**  Phonemes  Sounds  Phonemic awareness  Segmenting  Substitute phoneme  Adding and deleting phonemes  Onset  rhyme | Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Phonics** | **Essential Question:**  When do we use endings to words?  **Students will need to know…**when to use different endings to words  **Students will need to be able to**… identify and implement word endings  **HOTS:** Judge, select, assess, and choose the endings to words | **Informal:**  Discussion  Participation  Q & A  Student Work  Spelling test  **Formal :**  **Phonics screener**  **Pre-assessment:**  Phonic Screener  **Post-assessment:**  Phonic Screener | **Academic:**  Written language  Print  Grapheme  Digraphs  Visual/auditory  Reading and writing  Spelling patterns  Phonological structure  Blend  Cvc  Cvvc  Initial Final Consonants  Medial sounds  Short vowel sounds  Long vowel sounds  Base words  Endings  Past-tense  Present-tense  **Content:**  Phonics  Decoding  Letters  Blend  Cvc  Cvvc  Short vowel sounds  Long vowel sounds  Base words  Endings  Vowel teams | Phonics 1st  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books |  |
| **Literature** | **Essential Question:**  What elements make up a story?  What’s the main idea?  Who are the main characters?  What happens first, next, last?  **Students will need to know…** what the main idea, characters, and what the sequence of the story is  **Students will need to be able to…** identify story elements  **HOTS:**  Students will describe, justify, summarize and describe elements of a story | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  **Pre-assessment:**  **Post-assessment:** | **Academic:**  Sequencing  Story Structure  Story Elements  Summarizing  **Content:**  Story Elements  First  Next  Last  Retelling | Phonics 1st  Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Word Wall/ Dolch List  Leveled Books |  |

Reading Unit 3

Date of tentative implementation: December/ January

CCS: **R.CCT.2**-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  
**R.CCR.3**- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   
**R.CCR.4**-Interpret words and phrases as they are used in a text, including determining technical connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  
**R.CCR.5**- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole  
**RF.1.2B**-Orally produce single-syllable words by blending sounds (phonemes), including consonant blends  
**SL.1.5**-Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

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| **Topics** | **Essential Question**  **Content & Language Objective** | **Assessment**  **(performance task, project)** | **Vocabulary** | **Resources** | **Modifications/ Accommodation** |
| **Phonemic Awareness** | **Essential Question:**  How can I manipulate a part or sound in a word to change the word?    **Students will need to know** blending, segmenting, rhyming, subtract, add and delete phonemes, onset and ryme, and identification of final and medial phonemes.  **Students will need to be able s**how evidence of expanding oral language  through vocabulary growth, Recognize words that begin  with the same sounds, Recognize words that end with the same sounds, Identify rhyming words, Blend sounds together to  form one-syllable words, Segment one-syllable  words into sounds, Change targeted sounds to modify or change words, Show awareness of syllables by clapping, counting or moving  **HOTS:**  **Arrange, assemble, and generate words using appropriate sounds.** | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  Phonemic Awareness Benchmark  **Pre-assessment:** Phonemic Awareness Benchmark  **Post-assessment:**  Phonemic Awareness Benchmark | **Academic:**  Phonemes  Sounds  Phonemic awareness  Spoken language  Auditory  Manipulating sounds  **Content:**  Phonemes  Sounds  Phonemic awareness  Segmenting  Substitute phoneme  Adding and deleting phonemes  Onset  ryme | Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Phonics**   * Diagraph Blends * /s/ clusters * Silent- k, g, w | **Essential Question:**  What is a blend?  What sounds do these letters make?  What is the rule for silent letters?  **Students will need to know…**  Diagraph blends- r, l  /s/ clusters  Silent letters- kn, gn, wr  **Students will need to be able to…**  Create and read words with diagraph blends as well as with /s/ clusters and silent, k, g, w.  **HOTS:** recall, spell, list, demonstrate, apply, build, develop, identify, organize | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  **Pre-assessment:**  3 part drill  **Post-assessment:**  Dictations  Spelling Test | **Academic:**  Blends  Auditory Visual  clusters  **Content:**  Decode  Blend  Recognize  Dictate | Phonics 1st  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Literature**   * Inference * Visualizing * Summarizing * Drawing conclusions | **Essential Question:**  What did you picture in your head?  Why do you think that?  What from the story made you think that?  **Students will need to know…**  How to inference, visualize, summarize and draw conclusions when reading or being read to.  **Students will need to be able to…**  Listen to a story and paint a picture in their head as well as tell a partner what they believe will happen in the story and what actually did happen in it.  **HOTS:**  Relate, recall, tell, demonstrate, interpret, summarize, translate, rephrase, show, infer, apply, construct, develop, imagine, create, predict, design, discuss | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  **Pre-assessment:**  Drawing pictures  **Post-assessment:**  Drawing pictures | **Academic:**  Inference  Visualize  Summarize  Drawing conclusions  **Content:**  Discuss  Partner share  Create | Phonics 1st  Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Word Wall/ Dolch List  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |

Reading Unit 4

Date of tentative implementation: January

CCS:

**RL.1.1**. Ask and answer questions about key details in a text  
**RL.1.2**. Retell stories, including key details, and demonstrate understanding of their central message or lesson.  
**RL.1.3**. Describe characters, settings, and major events in a story, using key details  
**RL.1.7.** Use illustrations and details in a story to describe its characters, setting, or events  
**RF.1.2A** Distinguish long from short vowel sounds in spoken single-syllable words  
**RF.1.3C** Know final -e and common vowel team conventions for representing long vowel sounds  
**RF.1.3G** Recognize and read grade-appropriate irregularly spelled words.  
**RF.1.4A** Read grade-level text with purpose and understanding.  
**RF.1.4B** Read grade-level text orally with accuracy, appropriate rate, and expression.  
**RF.1.4C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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| **Topics** | **Essential Question**  **Content & Language Objective** | **Assessment**  **(performance task, project)** | **Vocabulary** | **Resources** | **Modifications/ Accommodation** |
| **Phonemic Awareness** | **Essential Question:**  How can I manipulate a part or sound in a word to change the word?    **Students will need to know** blending, segmenting, rhyming, subtract, add and delete phonemes, onset and rhyme, and identification of final and medial phonemes.  **Students will need to be able s**how evidence of expanding oral language  through vocabulary growth, Recognize words that begin  with the same sounds, Recognize words that end with the same sounds, Identify rhyming words, Blend sounds together to  form one-syllable words, Segment one-syllable  words into sounds, Change targeted sounds to modify or change words, Show awareness of syllables by clapping, counting or moving  **HOTS:**  **Arrange, assemble, and generate words using appropriate sounds.** | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  Phonemic Awareness Benchmark  **Pre-assessment:** Phonemic Awareness Benchmark  **Post-assessment:**  Phonemic Awareness Benchmark | **Academic:**  Phonemes  Sounds  Phonemic awareness  Spoken language  Auditory  Manipulating sounds  **Content:**  Phonemes  Sounds  Phonemic awareness  Segmenting  Substitute phoneme  Adding and deleting phonemes  Onset  ryme | Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Phonics**   * Long vowels * Magic e * Word families | **Essential Question:**  What does the vowel sound like when you use a magic e?  Can you think of words in \_\_ word family?  **Students will need to know…**  The sounds each vowel makes, both short and long and what we use to make them into long vowels; magic e  The way we read each word family  **Students will need to be able to…**  Create and read words using the magic e  Create and read words that belong in a specific word family  **HOTS:** recall, spell, list, demonstrate, apply, build, develop, identify, organize | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  **Pre-assessment:**  3 part drill  **Post-assessment:**  Dictations  Spelling Test | **Academic:**  Long vowels  Magic e  Word families  Auditory Visual  **Content:**  Decode  Blend  Recognize  Dictate | Phonics 1st  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Literature**   * Wonder * Summarize * Making generalizations | **Essential Question:**  I wonder why…  Do I need to go back to ask more questions that I don’t understand?  What were the big ideas in the text?  **Students will need to know…**  How to summarize a story as well as ways and reasons as to why we might wonder about a specific event in a story.  **Students will need to be able to…**  Listen to a story and tell a partner what they believe will happen in the story and what actually did happen in it as well as share thoughts as to why they might still wonder about a specific event in the story.  **HOTS:**  Relate, recall, tell, demonstrate, interpret, summarize, translate, rephrase, show, infer, apply, construct, develop, imagine, create, predict, design, discuss | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  **Pre-assessment:**  KWL Chart Group Discussion  **Post-assessment:**  B-M-E plan | **Academic:**  Wonder  Summarize  Generalizations  **Content:**  Discuss  Partner share  B-M-E plan | Phonics 1st  Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Word Wall/ Dolch List  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |

**Unit 5 1st Grade**

Date of tentative implementation: February

**COMMON CORE STANDARDS**

**R.CCR.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**R.CCR.2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**R.CCR.3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**RL.1.1:** Ask and answer questions about key details in a text.

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

**RL.1.3:** Describe characters, settings, and major events in a story, using key details.

**RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.

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

**RI.1.7:** Use the illustrations and details in a text to describe its key ideas.

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

**RF.1.2a:** Distinguish long from short vowel sounds in spoken single-syllable words.

**RF.1.3c:** Decode regularly spelled two-syllable words with long vowels.

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| **Topics** | **Essential Question**  **Content & Language Objective** | **Assessment**  **(performance task, project)** | **Vocabulary** | **Resources** | **Modifications/ Accommodation** |
| **Phonemic Awareness** | **Essential Question:** What is a Long Vowel?  **Students will need to know…**  Distinguish long from short vowel sounds in spoken single-syllable words.  **Students will need to be able to…**  Identify short vowels words from long vowel words.  **HOTS:** students will create a little book with long vowel words. | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :** P.A. Screener  **Pre-assessment:** P.A. Screener  **Post-assessment:** P.A. Screener | **Academic:**  Identify  Recognize  **Content:**  Vowels  Short vowels  Long vowels | Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Phonics** | **Essential Question:**  What happens when we add a silent/magic e to a word?  **Students will need to know…**  Distinguish short vowel swords from long vowels with silent/magic e  **Students will need to be able to…**  Manipulate short vowel words to produce long vowel words.  **HOTS:** Create a short/long vowels doors (from Phonics book (RLAC)) | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  **Pre-assessment:**  Phonics Screener  **Post-assessment:** Phonics Screener | **Academic:**  blend  initial sound  medial sound  ending sound  cvc  cvc*e*  vowel  consonant  **Content:**  Short vowel  Long vowel  Vowels teams  Phonemes  Letters  Decoding | Phonics 1st  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books |  |
| **Literature**   * Questioning/ Noting Details * Self-to-text connection | **Essential Question:**  What information did the author used to help you understand the characters and events better?  What does this remind you of?  **Students will need to know…**  Use details from the reading to help them generate questions throughout the reading.  **Students will need to be able to…**  Relate to the text/story.  Refer to the text to support their thinking.  **HOTS:** Pair share how this story reminds them of something in their own life. | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  Questions throughout the reading.  **Pre-assessment:**  **Post-assessment:** | **Academic:**  Recall  Predict  Relate  Explain  Question  interpret  **Content:**  questioning  noting details  self-to-text connections | Phonics 1st  Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Word Wall/Dolch word List  Leveled Books |  |

Unit 7 1st Grade Reading and Phonics

Date of tentative implementation: April

CCS:

R.CC.R.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R.CCR.3 Analyze how and why individuals, events and ideas develop and interact over the course of a text. RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7. Use the illustrations and details in a text to describe its key ideas. RI.1.8. Identify the reasons an author gives to support points in a text. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RF.1.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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| **Topics** | **Essential Question**  **Content & Language Objective** | **Assessment**  **(performance task, project)** | **Vocabulary** | **Resources** | **Modifications/ Accommodation** |
| **Phonemic Awareness** | **Essential Question:**  How can I manipulate a part or sound in a word to change the word?    **Students will need to know blending, segmenting, rhyming, subtract, add and delete phonemes, onset and ryme, and identification of final and medial phonemes.**  **Students will need to be able s**how evidence of expanding oral language  through vocabulary growth, Recognize words that begin  with the same sounds, Recognize words that end with the same sounds, Identify rhyming words, Blend sounds together to  form one-syllable words, Segment one-syllable  words into sounds, Change targeted sounds to modify or change words, Show awareness of syllables by clapping, counting or moving  **HOTS:**  **Arrange, assemble, and generate words using appropriate sounds.** | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal : Phonemic Awareness Benchmark**  **Pre-assessment: Phonemic Awareness Benchmark**  **Post-assessment:**  **Phonemic Awareness Benchmark** | **Academic:**  **Phonemes**  **Sounds**  **Phonemic awareness**  Spoken language  Auditory  Manipulating sounds  **Content:**  **Phonemes**  **Sounds**  **Phonemic awareness**  **Segmenting**  **Substitute phoneme**  **Adding and deleting phonemes**  **Onset**  **ryme** | Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Phonics** | **Essential Question:**  **Students will need to know to manipulate sounds in words.**  **Students will need to be able to manipulate sounds in words,** Use knowledge of letter- sound correspondence  knowledge and structural analysis to decode grade appropriate words, decode phonetically  regular, one-syllable  words, use decoding strategies, such as sounding out  words, comparing similar words, breaking words into smaller words, and looking  for word parts (e.g.,  compound words, word  families, blends, and  digraphs), apply long and short vowel rules when decoding, begin to decode unknown  words automatically, manipulate word families,  word walls, and word sorts, match oral words to written words.  **HOTS:**  **Apply and demonstrate ability to produce the correct spelling of words practiced.** | **Informal:**  Discussion  Participation  Q & A  Student Work  Weekly Spelling Test  **Formal : Phonics Screener**  **Pre-assessment:**  **Phonics Screener**  **Post-assessment:**  **Phonics Screener** | Academic:  Written language  Print  Grapheme  Digraphs  Visual/auditory  Reading and writing  Spelling patterns  Phonological structure  Blend  Cvc  Cvvc  Initial Final Consonants  Medial sounds  Short vowel sounds  Long vowel sounds  Base words  Endings  Vowel pairs  Syllabication  Dipthong  Past-tense  Present-tense  Content:  Phonics  Decoding  Letters  Blend  Cvc  Cvvc  Short vowel sounds  Long vowel sounds  Base words  Endings  Vowel teams | Phonics 1st  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Literature:**   * **Monitor/Clarify/Drawing Conclusions** * **Story Elements** * **Fiction vs. Informational Text** | Essential Question:  What is the story trying to teach or tell me?  Should a story teach  you something?  Students will need to know…  Students will need to be able to show evidence of  expanding oral language  through vocabulary growth, iImplement rules for conversation (e.g., raise hands, take turns, focus attention on speaker), understand, follow and give oral directions, participate in group discussions, participate in creative  responses to text (e.g.,  choral reading, discussion and drama), respond to questions from teacher and other group members, begin to narrate a personal  story, dramatize or retell what  has been learned, heard or experienced, use familiar texts for  recitations, build vocabulary by  listening to literature,  participating in discussions, and reading self-selected  texts, use active comprehension strategies to  derive meaning while reading and check for  understanding after reading, derive meaning while reading by asking questions about text, recognizing errors in reading as they occur and self-correct, participating in discussions about text and relating to  personal experiences.  HOTS:  Apply content, compare and contrast fiction and non-fiction stories, and compose written examples of fiction and non-fiction texts. | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  **Pre-assessment:**  Group discussion  Q&A  **Post-assessment:**  Written fiction story  Written research report (animals) | Academic:  Monitor  Clarify  Draw Conclusions  Informational text  Fiction stories  Content:  Fiction  Non-fiction  Characters  Story elements  Setting  Main events/details  Information  Fact  Non-fiction  Research | Phonics 1st  Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Word Wall/ Dolch List  Leveled Books  Student Poetry Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |

Unit 8 1st Grade Reading and Phonics

Date of tentative implementation: May/ June

CCS:

* RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1. RF.1.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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| **Topics** | **Essential Question**  **Content & Language Objective** | **Assessment**  **(performance task, project)** | **Vocabulary** | **Resources** | **Modifications/ Accommodation** |
| **Phonemic Awareness** | **Essential Question:**  How can I manipulate a part or sound in a word to change the word?    Students will need to know blending, segmenting, rhyming, subtract, add and delete phonemes, onset and ryme, and identification of final and medial phonemes.  Students will need to be able show evidence of expanding oral language  through vocabulary growth, Recognize words that begin  with the same sounds, Recognize words that end with the same sounds, Identify rhyming words, Blend sounds together to  form one-syllable words, Segment one-syllable  words into sounds, Change targeted sounds to modify or change words, Show awareness of syllables by clapping, counting or moving  **HOTS:**  **Arrange, assemble, and generate words using appropriate sounds.** | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal :**  Phonemic Awareness Benchmark  **Pre-assessment:**  Phonemic Awareness Benchmark  **Post-assessment:**  Phonemic Awareness Benchmark | **Academic:**  Phonemes  Sounds  Phonemic awareness  Spoken language  Auditory  Manipulating sounds  **Content:**  Phonemes  Sounds  Phonemic awareness  Segmenting  Substitute phoneme  Adding and deleting phonemes  Onset  ryme | Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Phonics** | **Essential Question:**  **Students will need to know to manipulate sounds in words.**  **Students will need to be able to manipulate sounds in words,** Use knowledge of letter- sound correspondence  knowledge and structural analysis to decode grade appropriate words, decode phonetically  regular, one-syllable  words, use decoding strategies, such as sounding out  words, comparing similar words, breaking words into smaller words, and looking  for word parts (e.g.,  compound words, word  families, blends, and  digraphs), apply long and short vowel rules when decoding, begin to decode unknown  words automatically, manipulate word families,  word walls, and word sorts, match oral words to written words.  **HOTS:**  **Apply and demonstrate ability to produce the correct spelling of words practiced.** | **Informal:**  Discussion  Participation  Q & A  Student Work  Weekly Spelling Tests  **Formal :**  **Phonics Screener**  **Pre-assessment:**  **Phonics Screener**  **Post-assessment:**  **Phonics Screener** | **Academic**:  Written language  Print  Grapheme  Digraphs  Visual/auditory  Reading and writing  Spelling patterns  Phonological structure  Blend  Cvc  Cvvc  Initial Final Consonants  Medial sounds  Short vowel sounds  Long vowel sounds  Base words  Endings  Vowel pairs  Syllabication  Dipthong  Past-tense  Present-tense  **Content**:  Phonics  Decoding  Letters  Blend  Cvc  Cvvc  Short vowel sounds  Long vowel sounds  Base words  Endings  Vowel teams | Phonics 1st  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |
| **Literature:**   * **Poetry: Read & Write** | Essential Question:  What is a Poem? What do poems look like and sound like? How are poems different/similar to stories?  Should a poem teach  you something?  Students will need to be able to show evidence of  expanding oral language  through vocabulary growth, iImplement rules for conversation (e.g., raise hands, take turns, focus attention on speaker), understand, follow and give oral directions, participate in group discussions, participate in creative  responses to text (e.g.,  choral reading, discussion and drama), respond to questions from teacher and other group members, begin to narrate a personal  story, dramatize or retell what  has been learned, heard or experienced, use familiar texts for  recitations, build vocabulary by  listening to literature,  participating in discussions, and reading self-selected  texts.  HOTS:  Reproduce and repeat simple poems, write and construct a poem of their own, and explain how poetry differs from stories and non-fiction text. | **Informal:**  Discussion  Participation  Q & A  Student Work  **Formal : None**  **Pre-assessment:**  Free-Write a poem  **Post-assessment:**  Keep a poetry book of written poems. | **Academic**:  Identify Rhyme  Poetry  Prose  Stanza  **Content**:  Poetry  Poems  Rhyming  Free-write  Stanza | Phonics 1st  Phonemic Awareness (Yellow Book)  Houghton Mifflin  Making Meaning  Little Books  Starfall  Promethean Planet  Word Wall/ Dolch List  Leveled Books | Pacing  Vocabulary  Translation Assistance  One-on-one instruction  Write-to scribe  Partner students  Proximity |