

# Grade 1 ELA Curriculum Map



## 2018 - 2019

**1st Grade ELA**  
**Unit 1 Connecting to Our World**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that they improve their comprehension by identifying story elements. (RL.1.2)
- Writers understand that details play a role in explaining the events in a story. (W.1.3)
- Learners understand that living things depend on one another. (SC.1.L.17.1)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules

**Assessment (Required)**

- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write about a friendship

Children will think about the friendship between the birds and Stellaluna. Then they will illustrate and write sentences about how the characters showed their friendship when they first met and then later in the story.

	<b>Lessons 1-3</b>	<b>Lessons 4-5</b>	<b>Lesson 6</b>	<b>Lessons 7-9</b>	<b>Lesson 10</b>	<b>Lesson 11</b>	<b>Lesson 12</b>	<b>Lessons 13</b>
<b>Text</b>	<i>Stellaluna</i>	<i>Dragons and Giants</i> (Text Collection)	<i>Stellaluna and Dragons and Giants</i>	<i>Stellaluna</i>	<i>Stellaluna and Dragons and Giants</i>	<i>Stellaluna</i>	<i>Dragons and Giants</i>	<i>Stellaluna</i>
<b>Foundational Skills Focus</b>	Consonants m, s, t Short a	Consonants m, s, t Short a	Consonants c, k, p, n	Consonants c, k, p, Short a	Consonants c, k, p, n Short a	Consonants f, ff, b, g	Consonants f, ff, b, g	Short i
<b>High Frequency Words</b>		(L3) I, see, a		(L7) I, see, a (L9) we, see, the, like			(L12) you, see, the, look, like, I	
<b>Reading Instructional Focus</b>	(L1) Identify elements of a story	(L4) Retell a story's events in	(L6) Compare characters	(L7) Understand that authors	(L10) Understand the ending of	(L11) Identify the central message of a	(L12) Identify the central message of a	(L13) Discuss information and literary

	(L2-L3) Use illustrations and details to describe and understand characters	order (L5) Understand the words author's use		choose words to tell a story (L8) Identify and describe the setting of a story (L9) Use illustrations to understand a story	a story	story	story	texts
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity  Strategy: (L1-3) Comprehension	Process: (L4-5) Engagement and Identity  Strategy: (L4) Comprehension (L5) Vocabulary knowledge	Process: (L6) Independence  Strategy (L6): Fluency	Process: (L7-8) Independence (L9) Engagement and Identity  Strategy: (L7) Vocabulary Knowledge (L8) Critical thinking (L9) Fluency	Process: (L10) Engagement and Identity  Strategy: (L10) Critical thinking	Process: (L11) Engagement and Identity  Strategy: (L11) Comprehension	Process: (L12) Stamina  Strategy: (L12) Decoding and Word Recognition	Process: (L13) Stamina  Strategy: (L13) Decoding and Word Recognition
<b>Writing Instructional Focus</b>	(L1) Tell beginning, middle, end (L2-3) Character details and use those details	(L4) Tell beginning, middle, end (L5) Use character details	(L6) Event details	(L7) Use character detail (L8) Setting details (L9) Event details	(L10) Writing Process: Plan	(L11) Writing Process: Draft	(L12) Writing Process: Revise and Edit	(L13) Writing Process: Publish
<b>Independent Writing</b>	Write about: (L1) story events	(L4) Write events in order	(L6) Write about a story event	Write about: (L7) character (L8) setting	(L10) Plan a narrative	(L11) Write a narrative	(L12) Revise and edit a narrative	(L13) Publish a narrative

	(L2) characters' relationship (L3) characters, and events	(L5) Write details about characters		(L9) event details				
<b>Conventions</b>	(L1 & 3) Identify and print uppercase letters (L2 & 3) Print lowercase letters	(L4-5) Spell words phonetically	(L6) Spell words phonetically	(L7) Produce simple sentences (L8-9) Use end punctuation	(L10) Use end punctuation	(L11) Capitalize sentences and names of people	(L12) Produce simple sentences	(L13) Capitalization and punctuation
<b>Benchmark Vocabulary</b>	(L1) escaped, survived (L2) trembling, embarrassing, clumsy (L3) limb, land, perch	(L4) brave (L5) mountain, snake	(L6) nighttime, crash, rescue	(L7) clutched, grasped (L8) daybreak, headfirst (L9) obey, rules, behaved	(L10) safe	(L11) mused, wondered, mystery	(L12) together	(L13) wingspan, tropical

**1st Grade ELA**  
**Unit 1 Connecting to Our World**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that informational text have features that help them determine main topics. (RI.1.2, RI.2.5)
- Writers understand that informational texts can have a variety of features.. (W.1.1)
- Learners understand that living things have certain behavior that shape them and allow them to survive (SC.1.L.14.1)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules
- Unit 1 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29)

**Assessment (Required)**

- Unit 1 Assessment
- Performance-Based Assessment
- End of Unit 1 Assessment Writing portion - District Prompt

**Performance-Based Assessment**

Task: Write questions and answers

Children will use facts from *Time to Sleep* and *What Do You Do With a Tail Like This?* to write questions and answers about animals.

	Lessons 1-7	Lessons 8	Lesson 9	Lessons 10-12
<b>Text</b>	<i>Time to Sleep</i>	<i>What Do You Do With a Tail Like This?</i> (Text Collection)	<i>Time to Sleep</i> <i>What Do You Do With a Tail Like This?</i>	<i>What Do You Do With a Tail Like This?</i> (Text Collection)
<b>Foundational Skills Focus</b>	Consonants: d, l, ll, h, r, w, j, k Short o	Short e	Short e	Consonants: r, w, j, k, v, y, z, zz Short e
<b>High Frequency Words</b>	(L2) was, look, I (L4) you, we (L7) the, do, you, see		(L9) with, is, the, do, a, we	(L12) the, for, a, do
<b>Reading Instructional Focus</b>	(L1) Identify main topic using text features (L2) Use text features to	(L8) Use structure and organization to understand a text	(L9) Compare and contrast texts	(L10) Identify elements of informational texts (L11) Ask and answer

	locate key information (L3) Identify main topic and key details (L4) Ask and answer questions about key details - use text features (L5) Identify information from pictures and words (L6) Identify how information is connected (L7) Answer questions using text features			questions (L12) Use illustrations to understand details
<b>Independent Reading Focus</b>	Process: (L1-5) Engagement and Identity (L6-7) Independence  Strategy: (L1) Vocabulary Knowledge (L2-3) Comprehension (L4, 6) Critical thinking (L5, 7) Decoding and word recognition	Process: (L8) Independence  Strategy: (L8) Fluency	Process: (L9) Engagement and Identity  Strategy: (L9) Comprehension	Process: (L10-11) Engagement and Identity (L12) Stamina  Strategy: (L10) Vocabulary Knowledge (L11) Comprehension (L12) Critical thinking
<b>Writing Instructional Focus</b>	(L1) Write facts about a topic (L2) Write a heading (L3) Structure of informative writing (L4) Use facts (L5) Write about a main topic (L6-7) Question and answer text structure	(L8) Question and answer text structure	(L9) Write facts about a main topic	Writing Process: (L10) Plan (L11) Draft (L12) Revise, Edit, Publish
<b>Independent Writing</b>	(L1) Write a fact about a text (L2) Write about a photograph (L3) Write a question and answer (L4) Write a fact (L5) Use a graphic organizer	(L8) Write a question and an answer	(L9) Write a fact	(L10-11) Plan and then write a question and answer (L12) Revise, edit, and publish a question and answer

	(L6-7) Write a question and an answer			
<b>Conventions</b>	(L1) Matching nouns and verbs (L2) Common nouns (L3) Use proper nouns (L4) Use verbs (L5) Use plural nouns (L6-7) Matching nouns and verbs	(L8) Use question marks	(L9) Use capitalization and punctuation	(L10) Common and proper nouns (L11) Match nouns and verbs (L12) Verbs <i>is</i> and <i>are</i>
<b>Benchmark Vocabulary</b>	(L1) time, sleep (L2) animals (L3) sorts (L4) upside down, scared (L5) lock (L6) danger, tuck (L7) day, high, anywhere	(L8) underground, breathe	(L9) hang, high, feet, eyes	(L10) pesky, warn (L11) spot, squirt (L12) sticky, scoop, swallow

**1st Grade ELA**  
**Unit 2 Becoming a Classroom Citizen**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that key details help them determine the central message in a text. (RL.1.2)
- Writers understand that opinions are supported by reasons. (W.1.1)
- Learners understand that citizenship begins with becoming a contributing member of a classroom community. (SS.1.C.2.1)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules

**Assessment (Required)**

- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write about classroom citizens

Children will think about *The Recess Queen* and *A Fine, Fine School* and how characters acted as good classroom citizens. Children will write their opinion about how good classroom citizens act and supply a reason for their opinion.

	Lessons 1-6	Lessons 7-12	Lesson 13
<b>Text</b>	<i>A Fine, Fine School</i> (Text Collection)	<i>The Recess Queen</i> (Text Collection)	<i>A Fine, Fine School</i> <i>The Recess Queen</i>
<b>Foundational Skills Focus</b>	Consonant Pattern: -ck  Short a and short i	Consonants x  Short i and short o	Plural -s  Consonant s /z/
<b>High Frequency Words</b>	(L2) with, a (L4) a, for, the	(L7) they, the, to, look (L9) and, do, we, see, take (L12) two, three, the, they, is, a	
<b>Reading Instructional Focus</b>	(L1) Identify story elements (L2) Describe characters (L3) Use key details to understand story (L4) Describe story elements (L5) Understand author's word choice (L6) Central message	(L7) Understand how author's word choice appeals to the senses (L8) Use context clues to understand words in stories (L9) Use author's words and phrases to describe characters (L10) Describe characters using key	(L13) Compare and contrast characters and events



		<p>details (L11) Understand and describe author's word choice (L12) Use key details to identify the central message</p>	
<b>Independent Reading Focus</b>	<p>Process: (L1-5) Engagement and Identity (L6) Independence</p> <p>Strategy: (L1) Vocabulary knowledge, (L2,4) Critical thinking (L3,6) Comprehension (L5) Fluency</p>	<p>Process: (L7-8) Independence (L9-11) Engagement and Identity (L12) Stamina</p> <p>Strategy: (L7-8) Vocabulary knowledge (L9-10) Critical thinking (L11) Fluency (L12) Comprehension</p>	<p>Process:(L13) Stamina</p> <p>Strategy: (L13) Comprehension</p>
<b>Writing Instruction Focus</b>	<p>(L1, 4) State an opinion (L2) Support an opinion (L3,6) State and support an opinion (L5) Word Choice: Opinions</p>	<p>(L7) State an opinion (L8) Support an opinion (L9) Word choice: opinions (L10) State and support an opinion Writing Process: (L11) Plan an opinion (L12) Write an opinion</p>	<p>(L13) Writing process: Revise, edit, and publish</p>
<b>Independent Writing</b>	<p>(L1) Write an opinion about a character (L2) Write a reason to support an opinion (L3) Write and support an opinion about a character (L4,6) Write an opinion about a story (L5) Write and support an opinion</p>	<p>(L7) Write an opinion about a character (L8) Write a reason to support an opinion (L9) Write an opinion using adjectives (L10) Create an opinion poster (L11) Plan an opinion (L12) Write an opinion about a story</p>	<p>(L13) Revise, Edit, and Publish an opinion</p>
<b>Conventions</b>	<p>(L1) Use commas in a series (L2) Understand verb tenses (L3) Capitalize dates and names of people (L4) Use quotation marks (L5) Use adjectives (L6) Use commas</p>	<p>(L7) Understand verb tense: past, present, future (L8, 12) Use indefinite pronouns (L9) Use possessive pronouns (L10) Use adjectives (L11) Using pronouns: <i>I</i> and <i>me</i></p>	<p>(L13) Use conjunctions</p>
<b>Benchmark</b>	<p>(L1) learning, proud</p>	<p>(L7) bullied</p>	<p>(L13) learning, everything</p>

<b>Vocabulary</b>	(L2) strolled, waved (L3) announced, everything (L4) office, worried (L5) enormous, cheer (L6) younger	(L8) nobody (L9) tiny (L10) snarled, bossy (L11) dared, stared (L12) giggled, disaster	
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**1st Grade ELA**  
**Unit 2 Becoming a Classroom Citizen**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that illustrations and details in a text help them identify the main idea or central message. (RI 1.2)
- Writers understand that experiences can be compared and contrasted. (W.1.2)
- Learners understand that we are all connected to people beyond our own communities. (SS.1.C.2.3 and SS.1.C.2.4)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules
- Unit 2 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29)

**Assessment (Required)**

- Unit 2 Assessment
- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write about global students

Children will think about what they have learned about students from around the world. They will use Bryan from *Far From Home* or choose one student from *Going to School* and write sentences to compare and contrast this student's school experiences with their own.

	Lessons 1-5	Lessons 6-10	Lesson 11-12
<b>Text</b>	<i>Far From Home</i>	<i>Going to School</i>	<i>Far From Home</i> <i>Going to School</i>
<b>Foundational Skills Focus</b>	Inflected ending: -s and -ing	Short e Initial Consonant Blends	Short u
<b>High Frequency Words</b>	(L2) we, a, you, do, the, have (L4) we, eats, take, a, her	(L7) he, a, the, like(s), here, to (L9) with, is, the, do, a, we	(L12) they, like(s), with, a, to, the, too
<b>Reading Instructional Focus</b>	(L1) Retell Story events in order (L2) Use illustrations to tell about a story (L3) Use author's words to understand characters (L4) Tell about major story events (L5) Understand a story's central	(L6) Use text features to learn about a topic (L7) Locate key information in a text (L8) Identify information from pictures (L9) Tell how information is connected (L10) Describe connections between	(L11) Identify the main topic and central message (L12) Tell about stories and informational texts

	message	people	
<b>Independent Reading Focus</b>	<p>Process: (L1-5) Engagement and Identity</p> <p>Strategy: (L1,3) Vocabulary Knowledge, (L2) Comprehension, (L4) Decoding and word recognition, and (L5) Critical Thinking</p>	<p>Process: (L6-8) Independence (L9-10) Engagement and Identity</p> <p>Strategy: (L6) Fluency, (L7) Decoding and Word Recognition, (L8, 10) Comprehension, (L9) Critical Thinking</p>	<p>Process: (L11) Engagement and Identity, (L12) Stamina</p> <p>Strategy: (L11) Fluency, (L12) Decoding and Word recognition</p>
<b>Writing Instruction Focus</b>	<p>(L1) Write facts about a topic</p> <p>(L2) Write a topic sentence</p> <p>(L3) Provide key details</p> <p>(L4) Write facts about a text</p> <p>(L5) Write captions for illustrations</p>	<p>(L6) Write facts about a topic</p> <p>Writing Process:</p> <p>(L7-8) Plan</p> <p>(L9-10) Draft</p>	<p>Writing Process:</p> <p>(L11) Revise</p> <p>(L12) Edit, and Publish</p>
<b>Independent Writing</b>	<p>(L1,4) Write a fact</p> <p>(L2) Write to name the main topic</p> <p>(L3) Write a detail about the text</p> <p>(L5) Write a caption for an illustration</p>	<p>(L6) Write a fact about a text</p> <p>(L7-8) Plan informative text using concept web</p> <p>(L9-10) Write informative text</p>	<p>(L11) Revise</p> <p>(L12) Edit and publish informative text</p>
<b>Conventions</b>	<p>(L1) Use verbs to tell about the present</p> <p>(L2) Use personal pronouns</p> <p>(L3) Use singular and plural pronouns</p> <p>(L4) Use possessive pronouns</p> <p>(L5) Use adjectives</p>	<p>(L6-7) Use prepositions</p> <p>(L8) Use singular and plural nouns</p> <p>(L9-10) Capitalize proper nouns: particular places</p>	<p>(L11) Use capitalization and punctuation</p> <p>(L12) Use articles</p>
<b>Benchmark Vocabulary</b>	<p>(L1) tidy, perfect</p> <p>(L2) tucked, strange</p> <p>(L3) neatly, shocked</p> <p>(L4) promised, exercise</p> <p>(L5) enjoy, lesson</p>	<p>(L6) countries, villages, learn</p> <p>(L7) weather, languages, community</p> <p>(L8) native, library, subject</p> <p>(L9) ballet, classmates</p> <p>(L10) blind, diagrams, city</p>	<p>(L11) enjoy, subject</p> <p>(L12) lesson, classmates</p>

**1st Grade ELA**  
**Unit 3 Making Choices**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand they can learn lessons through the characters and events in stories. (RL.1.3)
- Writers understand that stories need appropriately sequenced events. (W.1.3)
- Learners understand that people choose to use their resources to get what they want and need (SS.1.E.1.2 and SS.1.E.1.6)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules

**Assessment (Required)**

- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write about choices

The selections in this unit are about choices and making decisions. Children will write a story about a choice they made to save or spend money.

	Lessons 1-6	Lessons 7-11	Lesson 12-13
<b>Text</b>	<i>The Winners' Choice</i>	<i>Hunter's Money Jar</i>	<i>The Winners' Choice</i> <i>Hunter's Money Jar</i>
<b>Foundational Skills Focus</b>	Consonant Digraphs: sh, th Vowel Sound in <i>ball</i> : al, a Long a (CVCe)	Long a and i (CVCe) Consonants: c /s/ and g /j/	Long i (CVCe) Consonant Digraphs: wh, ch, tch, ph
<b>High Frequency Words</b>	(L2) the, with, go, said, into, I, one, put, a (L4) are, the, tree, to, good, they, a	(L7) her, the, do, to, your, a (L9) my, where, here, like, they, the, a, go, look	(L12) your, a, said, no, the, wants, he, to, my, what
<b>Reading Instructional Focus</b>	(L1) Retell story events (L2) Use illustrations and details to tell about events (L3) Use details to tell about characters (L4) Understand the words authors use (L5) Use illustrations and details to tell about setting	(L7) Identify key details in a story (L8) Use details to tell about characters (L9) Ask and answer questions about key details (L10) Tell about words and details in a story (L11) Understand a story's central	(L12) Compare and contrast stories (L13) Make connections

	(L6) Understand a story's central message	message	
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity, (L4-6) Independence  Strategy: (L1) Comprehension, (L2, 5) Decoding and Word Recognition, (L3) Fluency, (L4) Vocabulary knowledge, (L6) Critical thinking	Process: (L7-9) Stamina, (L10-11) Engagement and Identity  Strategy: (L7) Fluency, (L8) Comprehension, (L9) Critical thinking, (L10) Vocabulary knowledge, (L11) Decoding and Word Recognition	Process: (L12-13) Independence  Strategy: (L12) Comprehension, (L13) Fluency
<b>Writing Instructional Focus</b>	(L1) Recount beginning, middle, end (L2-3) Write about story events in order (L4) Use temporal words (L5) Revise to add details (L6) Write a conclusion	(L7) Recount events in order Writing Process: (L8) Plan (L9-10) Draft (L11) Revise	Writing Process: (L12) Edit (L13) Publish
<b>Independent Writing</b>	(L1-2) Retell and write story events (L3) Put story events in order (L4) Add time and sequence words (L5) Revise sentences (L6) Write a story ending	(L7) Write story events in order (L8-9) Plan and write a story (L10) Write an ending for a story (L11) Revise a story	(L12) Edit a story (L13) Create a final book
<b>Conventions</b>	(L1) Use personal pronouns (L2) Use possessive pronouns (L3) Use adjectives (L4) Use possessive nouns (L5) Use conjunctions (L6) produce compound sentences	(L7) Produce and expand compound sentences (L8) Identify root words and their inflectional forms (L9) Use possessive pronouns (L10) Use commas in a series (L11) Use past, present, and future tense verbs	(L12) Use conjunctions (L13) Use demonstratives
<b>Benchmark Vocabulary</b>	(L1) money, trophy (L2) golden, spend, gasped (L3) need, teammates (L4) safe, brave (L5) damage, zoomin (L6) need, want, position	(L7) coins, bills (L8) shiny, bossy (L9) bank, count (L10) earn, sell, waster (L11) chores, piles, crowded	(L12) ruined, aisles (L13) stacked, adventure

**1st Grade ELA**  
**Unit 3 Making Choices**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that the details in a text support the author's main points. (RI 3.8)
- Writers understand that an opinion has to be supported with one or more reasons. (W.1.1)
- Learners understand that people make decisions about how to spend what they earn. (SS.1.E.1.2, SS.1.E.1.3 and SS.1.E.1.5)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules
- Unit 3 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29)

**Assessment (Required)**

- Unit 3 Assessment
- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write about making choices

In this module, children will read about goods and services and how people make choices about which goods and services they purchase. As a class, children will compose a list of goods and services they find at a local grocery store. Then each child will choose a good or service from the list he or she feels is especially important and write his or her opinion about it. Children will support their opinion with a reason.

	Lessons 1-3	Lesson 4	Lessons 5-6	Lessons 7-8	Lessons 9-10	Lessons 11-12
<b>Text</b>	<i>Goods and Services</i> (Text Collection)	<i>Supermarket</i> (Text Collection)	<i>Goods and Services Supermarket</i>	<i>Goods and Services</i>	<i>Supermarket</i>	<i>Goods and Services Supermarket</i>
<b>Foundational Skills Focus</b>	Distinguish between short o and long o (CVCe)  Contractions	Contractions	Long o (CVCe) Contractions  Distinguish between: short u and long u short e and long e (CVCe)	Long u and long e (CVCe)  Inflected ending: -ed	Long u and long e (CVCe)  Inflected ending: -ed	Long e: e and ee
<b>High Frequency</b>	(L2) a, I, to, her, working,	(L4) the, to, I, we, come, want, a, be,		(L7) here, go, there, the, to, be, too	(L9) a, looked, be, look, said, eat, she,	(L12) puts, the, for, many, under, are,

<b>Words</b>	put, go, where, here	going, you			the	little, work, they, to, a, said
<b>Reading Instructional Focus</b>	(L1) Identify main topic and key details (L2) Know and use text features (L3) Identify the main topic of a text	(L4) Identify reasons to support points in a text	(L5) Compare ideas between texts (L6) Compare and contrast information	(L7) Sort words into categories (L8) Make connections between 2 ideas	(L9) Identify reasons that supports an author's point (L10) Determine main topic and key details	(L11) Clarify meanings of words and phrases (L12) Use information in text and pictures
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity  Strategy: (L1) Comprehension, (L2) Critical Thinking, (L3) Decoding and Word Recognition	Process: (L4) Independence  Strategy: (L4) Critical thinking	Process: (L5-6) Independence  Strategy: (L5-6) Comprehension	Process: (L7-8) Stamina  Strategy: (L7) Vocabulary knowledge, (L8) Fluency	Process: (L9) Stamina, (L10) Engagement and Identity  Strategy: (L9) Comprehension, (L10) Critical thinking	Process: (L11) Engagement, and Identity, (L12) Independence  Strategy: (L11) Vocabulary knowledge, (L12) Decoding and Word Recognition
<b>Writing Instruction Focus</b>	(L1-3) State and support an opinion	(L4) State and support an opinion	(L5) Support and opinion with facts and details (L6) Provide a sense of closure	Writing Process: (L7) Plan (L8) Draft	(L9) Support and opinion (L10) Write a concluding statement	Writing process: (L11) Revise (L12) Edit and Publish
<b>Independent Writing</b>	(L1-3) Write an opinion and a supporting reason	(L4) Write opinion words	(L5) Use facts to support an opinion (L6) Write a concluding statement	(L7) Choose a topic for an opinion (L8) Write an opinion and list reasons	(L9) Write a supporting reason (L10) Write a conclusion to an opinion	(L11) Add details to support an opinion (L12) Publish an opinion blog post
<b>Conventions</b>	(L1) Use	(L4) Adjectives that	(L5) possessive	(L7) Subject-verb	(L9) Punctuate	(L11) Use proper



	indefinite pronouns (L2) Use common and proper nouns (L3) Identify root words and their inflectional forms	compare	pronouns (L6) Using forms of <i>to be</i>	agreement (L8) Form and use prepositions	exclamatory sentences (L10) Use <i>to</i> , <i>two</i> , and <i>too</i>	nouns (L12) Use past, present, and future tense verbs
<b>Benchmark Vocabulary</b>	(L1) goods, services (L2) wants, needs (L3) collects, taxes	(L4) supermarket, necessary, shoppers	(L5) producers, farmers, decisions (L6) consumers, unpacked	(L7) earn (L8) choices	(L9) inventory, spoiled (L10) average, celebrate	(L11) goods, services, shoppers (L12) producers, consumers, decisions

**1st Grade ELA**  
**Unit 4 Planting for the Future**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand who is telling the story and how that shapes the story. (RL.1.1)
- Writers understand that narratives contain characters and sequenced events. (W.1.3)
- Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation. (SS.1.A.2.4)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules

**Assessment (Required)**

- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write a family story

Children will recall the importance of families in the stories that they read. Children will write a narrative that tells a story about a family.

	Lessons 1-7	Lessons 8-11	Lesson 12-13
<b>Text</b>	<i>Arbor Day Square</i>	<i>The Family Tree</i> (Text Collection)	<i>Arbor Day Square</i> <i>The Family Tree</i>
<b>Foundational Skills Focus</b>	Vowel sounds of y Syllable pattern CV Consonant patterns: ng, nk	Compound words Consonant patterns: ng, nk Plural: -es	Plural: -es R Controlled: or, ore
<b>High Frequency Words</b>	(L2) wants, a, what, are, to, the, you (L4) of, said, the, to, I, saw, was, day, come, want(s), a, now, down, you (L7) to, a, into, now, could, the, from, I	(L9) do, to, eats, the, day, of, put, a, for, wanted, new	(L12) for, where, out, some, a, her, of, the, to, into, down
<b>Reading Instructional Focus</b>	(L1) Retell key details in a story (L2) Use key details to tell about setting (L3) Make connections (L4) Understand words authors use (L5) Use illustrations and details to tell about a story	(L8) Retell story events using time words (L9) Ask and answer questions about key details (L10) Use details and illustrations to tell about events	(L12) Compare and contrast characters (L13) Compare and contrast stories

	(L6) Tell about ending events in a story (L7) Tell about stories and informational texts	(L11) Understand a story's central message	
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity, (L4-6) Stamina, (L7) Independence Strategy: (L1, 5) Comprehension, (L2, 6) Fluency, (L3) Decoding and Word Recognition, (L4) Vocabulary knowledge,	Process: (L8-9) Stamina, (L10-11) Engagement, and Identity Strategy: (L8) Vocabulary knowledge, (L9-10) Critical thinking, (L11) Decoding and Word Recognition	Process: (L12-13) Independence Strategy: (L12) Decoding and Word recognition, (L13) Fluency
<b>Writing Instructional Focus</b>	(L1) Write about characters (L2) Write about setting Writing Process: (L3) Plan (L4) Draft (L5-6) Revise (L7) Edit and Publish	(L8) Tell a sequence of events (L9) Focus on a topic (L10) Add descriptive details (L11) Peer review	(L12) Write an ending (L13) Publish and Present
<b>Independent Writing</b>	(L1-2) Describe a character and setting (L3-4) Plan and Write a narrative (L5) Add details to revise (L6) Add sequence words to revise (L7) Edit and publish a narrative	(L8) Write new events in order (L9-10) Revise a narrative by focusing on a topic and adding details (L11) Revise using suggestions from peers	(L12) Add an ending (L13) Publish and Present a narrative
<b>Conventions</b>	(L1) Use <i>is</i> and <i>was</i> (L2) Use adjectives (L3) Use irregular past tense verbs (L4) Use nouns and matching verbs (L5) Expand simple and compound sentences (L6) Verbs for past, present, and future (L7) Capitalize names of people	(L8) Use past tense verbs (L9) Use verbs for past, present, and future (L10) Use irregular past tense verbs (L11) Use personal pronouns	(L12-13) Use personal pronouns
<b>Benchmark Vocabulary</b>	(L1) prairie, saplings (L2) lumber, logs, shade (L3) town, skips, unload (L4) parade, soil, neighbors (L5) holiday, rakes (L6) chirp, celebrating (L7) huge, success	(L8) chopped, pastures, huddled (L9) years (L10) widen, protested (L11) assistance	(L12) special, alone (L13) celebrating

**1st Grade ELA**  
**Unit 4 Planting for the Future**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand the connection between multiple pieces of information in a text. (RI 1.3)
- Writers understand that facts and details help explain information to others. (W.1.2)
- Learners understand that living things grow over time and that each part of an organism contributes to this process. (SC.1.L.14.2)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules
- Unit 4 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29)

**Assessment (Required)**

- Unit 4 Assessment
- Performance-Based Assessment
- End of Unit 4 Assessment Writing portion - District Prompt

**Performance-Based Assessment**

Task: Write steps in a sequence.

Children will use the information and features in *How a Seed Grows* and *The Life Cycle of an Apple Tree* to write their own book explaining how a seed grows.

	Lessons 1-5	Lesson 6	Lessons 7	Lessons 8-11	Lessons 12
<b>Text</b>	<i>The Life Cycle of an Apple Tree</i> (Text Collection)	<i>How a Seed Grows</i>	<i>The Life Cycle of an Apple Tree</i> <i>How a Seed Grows</i>	<i>How a Seed Grows</i>	<i>The Life Cycle of an Apple Tree</i> <i>How a Seed Grows</i>
<b>Foundational Skills Focus</b>	Adding endings: -ed, -ing R controlled ar	R controlled: er, ir, ur	R controlled: er, ir, ur	Contractions: 's, 've, 're R controlled: er, ir, ur Comparative endings: -er, -est	Comparative endings: -er, -est
<b>High Frequency Words</b>	(L2) do, you, could, was, a, good, people, into, look (L4) they, live, very, could, every, from, around, have, again		(L7) a, the, their, do, without, good, friends, what, to	(L9) said, one, the, you, what, look, to, day, a, around, put, done	(L12) every, to, of, day, the, ever

<b>Reading Instructional Focus</b>	(L1) Use context clues and pictures to understand words (L2) Use text features and special vocabulary (L3) Identify main topic and key details (L4) Find information using text features (L5) Describe connections between ideas	(L6) Use illustrations and details to describe key ideas	(L7) Make connections between two informational texts	(L8) Use information in text and illustrations (L9) Identify and define words in a text (L10) Make connections between ideas in a text (L11) Ask and answer questions about key details	(L12) Compare two texts on a similar topic
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity, (L4-5) Independence  Strategy: (L1) Vocabulary knowledge, (L2) Comprehension, (L3, 5) Critical Thinking, (L4) Fluency	Process: (L6) Independence  Strategy: (L6) Decoding and Word recognition	Process: (L7) Stamina Strategy: (L7) Fluency	Process: (L8-9) Stamina, (L10-11) Engagement and Identity  Strategy: (L8-9) Vocabulary knowledge, (L10) Critical thinking, (L11) Comprehension	Process: (L12) Independence  Strategy: (L12) Fluency
<b>Writing Instruction Focus</b>	(L1) Name the Topic (L2) Write details (L3) Elements of informative writing (L4) Use text features (L5) Steps in a process	(L6) Add details to strengthen writing	(L7) Provide a sense of closure	(L8) Use temporal words (L9) Peer review (L10) Gather information to answer questions (L11) Research facts	(L12) Write steps in order
<b>Independent Writing</b>	(L1) Identify a topic (L2) Write words and their meaning (L3) Use facts in an informative text (L4) Draw a diagram to show steps in a	(L6) Add details	(L7) Write a concluding sentence	(L8) Add sequence words (L9) Use feedback from peers (L10) Write answers to questions (L11) Use sources to find	(L12) Write about a process

	process (L5) Write about a process in order			information	
<b>Conventions</b>	(L1) Add -s to form plural nouns (L2) Add -es to form plural nouns (L3) Use singular and plural nouns (L4) Use nouns with matching verbs (L5) Use present tense verbs	(L6) Use future tense verbs	(L7) Use verbs <i>is</i> and <i>are</i>	(L8) Use verbs with singular and plural nouns (L9) Produce declarative sentences (L10) Use periods (L11) Use question marks	(L12) Use prepositions in phrases
<b>Benchmark Vocabulary</b>	(L1) sunlight, warmth (L2) cover, form (L3) picked, ground, rot (L4) cycle, continues (L5) grow	(L6) someday, bottom	(L7) sunlight, warmth	(L8) sprinkle, carefully, soaks (L9) different, loose (L10) needs (L11) conditions, best, worst	(L12) someday

**1st Grade ELA**  
**Unit 5 Observing Messages of the Natural World**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational texts can convey information. (RL.1.4, RI. 2.4)
- Writers understand that narrative texts include sequenced events and a conclusion. (W.1.3)
- Learners understand that observations of the natural world can help us learn about humans. (SC.1.L.17.1, SC.1.N.1.1)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules

**Assessment (Required)**

- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write a moon story.

Children will write a story that includes the moon as a central feature. It can be make-believe or realistic fiction. Encourage children to use *King Kafu and the Moon* and *Let's Visit the Moon* for ideas and inspiration.

	Lessons 1-7	Lessons 8-11	Lesson 12-13
<b>Text</b>	<i>King Kafu and the Moon</i>	<i>Let's Visit the Moon</i> (Text Collection)	<i>King Kafu and the Moon</i> <i>Let's Visit the Moon</i>
<b>Foundational Skills Focus</b>	Vowel digraphs: ai, ay, ea Singular and Plural possessives	Adding endings Vowel Digraphs: ea, oa, ow	Vowel Digraphs: oa, ow Three-Letter Consonant blends
<b>High Frequency Words</b>	(L2) said, a, they, old what, to, the, could, was, oh, you're, you'll (L4) do, are, have, you, our, to, worry, now, from, again, many, of, a the, and, about, two, come (L7) lives, of, have, the, are, a, to, you, enough	(L9) what, old, give, said, put, the, now, enjoy, look, a, three, are, do, friends, away, our, to, pushed, was, again, yellow, they, of	(L12) the, enough, here, was, to, a, you, said, into, two
<b>Reading Instructional Focus</b>	(L1-2) Identify words, illustrations, and details that tell about characters, settings, and events	(L8, 11) Ask and answer questions about key details (L9) Make connections using time-order	(L12) Make connections (L13) Tell about stories and informational texts

	(L3) Ask and answer questions about key details (L4) Use details to tell about story events (L5) Use illustrations and details to tell about a story (L6) Understand the lesson of a story (L7) Use words and details from the story	phrases (L10) Identify information in pictures and words	
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity, (L4-6) Stamina, (L7) Independence  Strategy: (L1, 7) Vocabulary knowledge, (L2, 4) Comprehension, (L3) Fluency, (L5) Critical thinking, (L6) Decoding and Word Recognition	Process: (L8-9) Independence, (L10-11) Stamina  Strategy: (L8) Comprehension, (L9) Vocabulary knowledge, (L10) Fluency, (L11) Critical thinking	Process: (L12-13) Engagement and Identity  Strategy: (L12-13) Decoding and Word recognition
<b>Writing Instructional Focus</b>	(L1) Use details to describe characters (L2) Tell the beginning of a story (L3) Use temporal words (L4) Narrative writing (L5) Sequence of events (L6) Provide a sense of closure (L7) Add sensory details	Writing Process: (L8) Plan and Draft (L9-10) Draft (L11) Revise	Writing Process: (L12) Revise (L13) Publish
<b>Independent Writing</b>	(L1) Write about a character (L2) Write to retell a story (L3) Write about events in order (L4-5) Plan and write a narrative (L6) Write an ending (L7) Revise	(L8) Use facts to plan and write a narrative (L9) Use temporal words (L10) Provide a sense of closure (L11) Revise by adding details	(L12) Revise by focusing on a topic (L13) Publish a narrative



<b>Conventions</b>	(L1-2) Imperative sentences (L3) Declarative and interrogative sentences (L4) Imperative and exclamatory sentences (L5) singular possessive nouns (L6) Plural possessive nouns (L7) Possessive nouns	(L8) Expand sentences (L9) Spelling words with common patterns (L10) Use affixes as a clue to the meaning of a word (L11) Capitalize dates and use commas	(L12) Spell frequently occurring words (L13) Use adjectives
<b>Benchmark Vocabulary</b>	(L1) brave, secret, sparkly (L2) bragged, peeping (L3) piece, disappearing, capture (L4) announcement, confused, reward (L5) searched, hiding (L6) dizzy, festival (L7) afraid, bright	(L8) glows (L9) closer, valleys (L10) smaller, possible, orbit (L11) crescent, astronauts	(L12) disappearing, crescent (L13) hiding, glows

**1st Grade ELA**  
**Unit 5 Observing Messages of the Natural World**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that facts, details, and features in informational texts enable them to find answers to questions. (RI 1.1)
- Writers understand that they can convey questions and answers to readers. (W.1.2)
- Learners understand that observation and prediction help us to discover information about the world. (SC.1.N.1.1)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules
- Unit 5 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29)

**Assessment (Required)**

- Unit 5 Assessment
- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write a question-and-answer book

Children will write a question-and-answer book about a planet or another element of the solar system, Children will use *Our World in Space: Planets* and *The Sun*, as well as other texts, to write their questions and answers.

	Lessons 1-7	Lesson 8-10	Lessons 11-12
<b>Text</b>	<i>Our World in Space: Planets</i> (Text Collection)	<i>The Sun</i>	<i>Our World in Space: Planets</i> <i>The Sun</i>
<b>Foundational Skills Focus</b>	Vowel digraphs: it, igh Consonant patterns: kn, wr Compound words	Vowel digraphs: ue, ew, ui	Suffixes: -ly, -ful
<b>High Frequency Words</b>	(L2) look, you, out, of, to, the, a, too, there (L4) the, to, your, looks, what, said,	(L9) a, of, laughs, the, find, was, to, said, were, look, touch, around	(L12) what, was, said, to, would, do, a, were, the, wanted

	how, they, a, many, put, with, of, was (L7) a, the, to, their, are, they, above		
<b>Reading Instructional Focus</b>	(L1) Ask and answer questions about a text (L2) Use details and illustrations to describe key details (L3, 5) Know and use text features to find information (L4) Ask and answer questions about words and phrases (L6) Use text and illustrations to describe ideas (L7) Use details to answer questions about a text	(L8-9) Use illustrations and text features to describe key details (L10) Make connections to words in a text	(L11-12) Compare two texts on a similar topic
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity, (L4-6) Stamina, (L7) Independence  Strategy: (L1, 5) Comprehension, (L2) Decoding and Word Recognition, (L3-4) Vocabulary knowledge, (L6) Critical Thinking,	Process: (L8-9) Independence, (L10) Stamina  Strategy: (L8) Fluency, (L9) Decoding and Word recognition, (L10) Vocabulary knowledge	Process: (L11) Stamina, (L12) Engagement Identity  Strategy: (L11) Critical thinking, (L12) Fluency
<b>Writing Instruction Focus</b>	(L1) Connect facts to experience (L2) Use text features and illustrations (L3) Create text features (L4) Research for informative writing (L5) Name a topic (L6) Facts from research (L7) Answer questions about a topic	(L8-9) Add details and text features (L10) Write a conclusion	(L11) Revise and edit (L12) Create a final product
<b>Independent Writing</b>	(L1) Write about experiences (L2) Write descriptions (L3) Make a diagram (L4) Gather information	(L8) Add details to strengthen writing (L9) Choose a text feature to add to writing (L10) Provide a sense of closure	(L11) Make changes and check for errors (L12) Publish writing

	(L5) Plan and write an introduction (L6-7) Write questions and answers about a topic		
<b>Conventions</b>	(L1-2) Use conventional spelling (L3) Use possessive nouns (L4) use question marks (L5) Capitalize proper nouns (L6-7) Spell irregular words	(L8) Use common spelling patterns (L9-10) subject/verb agreement and tenses	(L11-12) Capitalization, punctuation, and spelling
<b>Benchmark Vocabulary</b>	(L1) planet, space (L2) hotter (L3) dwarf (L4) metal, inner (L5) outer, giant (L6) closest, strongest (L7) tools, study	(L8) brightly, larger (L9) center, seasons (L10) spins, rises, sets	(L11) hotter, larger (L12) dwarf, center

**1st Grade ELA**  
**Unit 6 Celebrating Diversity**  
**Module A (Approximately 14 days)**

Enduring Understandings:

- Readers understand that both literary and informational texts can convey lessons about life. (RL.1.2, RI. 1.2)
- Writers understand that opinions are supported by one or more reasons. (W.1.1)
- Learners understand that the United States is a special country because of the diversity of its people. (SC.1.C.2.4)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules

**Assessment (Required)**

- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write a book review

Children will write a review that states their opinion of one of the texts they have read. They will include information from the text that helped them form their opinion.

	Lessons 1-5	Lessons 6-11	Lesson 12-13
<b>Text</b>	<i>One Classroom, Many Cultures</i>	<i>A Picnic in October</i>	<i>One Classroom, Many Cultures</i> <i>A Picnic in October</i>
<b>Foundational Skills Focus</b>	Diphthongs: ow, ou Final syllable: -le	Vowel Patterns: ow, ou Syllables: V/CV, VC/V Vowel sound in foot	Vowel sound in foot Adding Endings
<b>High Frequency Words</b>	(L2) puts, the, find, are, two, a, into, looks, and, people (L4) school, a, the, of, one, everyone, remembers, said, here, was, they, wanted, to, do, there, what, great	(L7) the, looks, ears, others, behind, one, a, never, people, into (L9) afraid, a, you, behind, the, there, was, said, to, of, do, what	(L12) to, live, your, a, water, from, about, the, told, come, enough, good-bye, one
<b>Reading Instructional Focus</b>	(L1) Describe connections in a text (L2) Use illustrations and details to describe key details (L3) Use words and details from texts	(L6) Use key details to retell a story (L7) Identify words and phrases that describe characters and setting (L8) Describe elements of a story using key details	((L12) Compare and contrast characters or people in texts (L13) Identify the main topic and retell key details

	(L4) Make connections (L5) Identify reasons an author gives to support points	(L9) Retell details to understand the central message (L10) Identify descriptive words and phrases (L11) Determine the central message of a story	
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity, (L4-5) Stamina  Strategy: (L1-2, 5) Comprehension, (L3) Vocabulary knowledge, (L4) Critical thinking	Process:(L7-9) Independence and (L6, 10-11) Stamina  Strategy: (L6, 10) Fluency, (L7) Vocabulary knowledge, (L8, 11) Critical thinking, (L9) Decoding and word recognition	Process: (L12-13) Engagement and Identity  Strategy: (L12) Vocabulary knowledge, (L13) Decoding and Word recognition
<b>Writing Instructional Focus</b>	(L1) Name a topic and state an opinion (L2) Support and opinion (L3) Provide a sense of closure (L4) State an opinion (L5) Support an opinion	Writing Process: (L6) Plan (L7-9) Draft (L10-11) Revise	Writing Process: (L12) Edit (L13) Publish
<b>Independent Writing</b>	(L1) Write an opinion about a topic (L2) Write a supporting reason (L3) Write a concluding statement (L4) State an opinion about a topic (L5) Write reasons that support an opinion	(L6) Plan a book review (L7) Write a book review (L8) Write reasons to support opinions in a book review (L9) Write an ending to a book review (L10) Review and revise a book review (L11) Use suggestions from peer review	(L12) Check writing for errors (L13) Publish a book review
<b>Conventions</b>	(L1-2) Produce and expand sentences (L3) Use commas in dates (L4) Use possessive nouns (L5) Use determiners	(L6) Capitalize dates (L7) Possessive nouns (L8) Expand complete sentences (L9) Use determiners (L10) Expand complete sentences (L11) Form and use possessive nouns	(L12) Spell words correctly (L13) Use determiners
<b>Benchmark Vocabulary</b>	(L1) neighborhoods, study, traditional (L2) peek, prepare, designs (L3) tasty, celebrate, lively (L4) serves, several, blurs (L5) respect, sip, rude	(L6) picnic, overcoat (L7) cousins, ferry, island (L8) understand, disapproving (L9) entered, offended (L10) gazes, barrier (L11) staring, respectful	(L12) traditional, celebrates, island (L13) study, gazes

**1st Grade ELA**  
**Unit 6 Celebrating Diversity**  
**Module B (Approximately 13 days)**

Enduring Understandings:

- Readers understand that illustrations and details in texts help them better comprehend what they read. (RI 1.2)
- Writers understand that valid opinions are supported by reasons. (W.1.1)
- Learners appreciate how its diverse culture helps contribute to the character of the United States. (SS.1.A.2.3)

**Assessment (Optional for Quiz Grades)**

- *Reader's & Writer's Journals* to determine end-of-lesson mastery
- Selection Tests for ReadyGEN modules
- Unit 6 Check Progress for Phonics and High Frequency Words (TE p FS26- FS29)

**Assessment (Required)**

- Unit 6 Assessment
- Performance-Based Assessment

**Performance-Based Assessment**

Task: Write an opinion piece

Children will think about the lost items they read about in *Whose Is This?* and decide which one they think was the most interesting and why. They will write their opinion and include information from the text that helped them form their opinion.

	Lessons 1-7	Lesson 8-10	Lessons 11-12
<b>Text</b>	<i>Whose Is This?</i>	<i>L is for Liberty</i> (Text Collection)	<i>Whose Is This?</i> <i>L is for Liberty</i>
<b>Foundational Skills Focus</b>	Diphthongs: oi, oy Suffixes: -er, -or Vowel sound in <i>ball</i>	Syllable patterns Vowel sound in <i>ball</i>	Prefixes: un-, re-
<b>High Frequency Words</b>	(L2) a, are, across, they, everything, the, into, have, again (L4) what, become, they, school, people, the, who, to, you, anything, a, work, your, family, of, are (L7) are, a, of, who, their, the, to, they	(L9) early, to, said, school, was, could, are, the, you, have, one, a, learn, science, through, I, of, carry, answered	(L12) the, today, again, wants, four, are, a, to, of, many

<b>Reading Instructional Focus</b>	(L1) Use key details to tell about a setting (L2) Use key details to retell a story (L3) Make connections (L4) Ask and answer questions about key details (L5) Retell story events using key details (L6) Use key details to tell about characters (L7) Use words and phrases from a story	(L8) Tell how ideas are connected (L9) Identify main topic and key details (L10) Ask and answer questions	(L11) Tell about stories and informational texts (L12) Use words and phrases from texts
<b>Independent Reading Focus</b>	Process: (L1-3) Engagement and Identity, (L4-6) Stamina, (L7) Independence  Strategy: (L1) Fluency, (L2) Critical Thinking, (L3, 6) Vocabulary knowledge, (L4) Comprehension, (L5, 7) Decoding and Word Recognition	Process: (L8-9) Independence, (L10) Stamina  Strategy: (L8) Critical thinking, (L9) Comprehension, (L10) Vocabulary knowledge	Process: (L11) Stamina, (L12) Engagement and Identity  Strategy: (L11) Fluency, (L12) Decoding and Word Recognition
<b>Writing Instruction Focus</b>	(L1) Name a topic and state an opinion (L2) Support an opinion Writing Process: (L3-4) Plan (L5-7) Draft	Writing Process: (L8) Revise (L9) Edit and Publish (L10) Name a topic and state an opinion	(L11) Support and opinion (L12) Provide a closing
<b>Independent Writing</b>	(L1) Write an opinion about a topic (L2) Write reasons to support an opinion (L3) Plan an opinion piece (L4) Gather information for an opinion piece (L5) Name a topic and state an opinion (L6) Write supporting reasons for an opinion piece (L7) Write an ending for an opinion piece	(L8) Revise an opinion (L9) Edit and publish an opinion piece (L10) Write an opinion about a topic	(L11) Write reasons to support an opinion (L12) Write an ending for an opinion piece
<b>Conventions</b>	(L1-2) Use determiners (L3) Produce compound sentences	(L8) Produce and expand sentences (L9) End punctuation	(L11) Use personal pronouns (L12) Use affixes as a clue to the meaning



	(L4) Use commas in dates and series (L5-6) Use conjunctions in compound sentences (L7) Use prepositional phrases	(L10) Capitalize proper nouns	of a word
<b>Benchmark Vocabulary</b>	(L1) fair, booths, explore (L2) delicious, peered, mischief (L3) objects, cloth, clues (L4) puzzled, competition (L5) behind, spotted, meetings (L6) shiny, polished, hollows (L7) peeped, handle, detectives	(L8) country (L9) believe (L10) puzzle, hope	(L11) cloth, competition, believe (L12) peered, hope