

Unit 8/26 to 9/26	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Introduction to Readerly and Writerly Life</b></p>	<p>1.R.1.1 Students can <b>decode</b> words using short vowel sounds.                      1.R.1.2 Students can read <u>text</u> by <b>decoding word parts</b>.                      1.R.1.3 Students can blend sounds of words to read <u>text</u>.                      1.R.1.4 Students can <b>separate</b> two part words orally and in <u>text</u>.                      1.R.1.5 Students can <b>identify root words</b> and their <b>inflectional forms</b> in <u>text</u>.                      1.R.1.6 Students can <b>interpret</b> vocabulary when reading independently.                      1.R.1.7 Students can read <u>high-frequency words</u> in <u>text</u>.                      1.R.2.1 Students can <b>comprehend text</b> by <b>applying</b> reading strategies.                      1.R.2.2 Students can <b>utilize</b> comprehension strategies.                      1.R.2.3 Student can read <u>fluently</u> to <b>comprehend</b> text.                      1.R.3.1 Students can <b>identify major literary elements</b> in <u>text</u>.                      1.R.3.2 Students can <b>identify</b> similarities and differences in <u>text</u> written by the same author.                      1.R.3.3 Students can <b>identify</b> the differences between <u>genres</u> including <u>fiction</u>, <u>nonfiction</u>, and poetry.                      1.R.4.1 Students can <b>compare text</b> from different <u>cultures</u> as read aloud by teacher.                      1.R.5.1 Students can <b>locate</b> and <b>utilize</b> a table of contents.                      1.R.5.2 Student can alphabetize words to the first letter.</p> <p>1.W.1.1 Students can illustrate and write text to express thoughts and ideas.                      1.W.1.2 Students can include details in pictures and writing.                      1.W.2.1 Students can write complete sentences using capital letters and periods.                      1.W.2.2 Students can correctly spell three- and four-letter words and <u>high-frequency words</u>.                      1.W.2.3 Students can write legibly and space words within a sentence.</p> <p>1.LVS.1.1 Students can repeat and <b>follow</b> three-step oral directions.                      1.LVS.1.2 Students can follow the <u>rules of conversation</u> in a group situation.                      1.LVS.1.3 Students can <b>utilize visual organizers</b> which include words for listening and viewing.                      1.LVS.1.4 Students can tell stories in sequence with details.                      1.LVS.1.5 Students can <b>express</b> ideas in complete sentences using correct grammar.                      1.LVS.1.6 Students can answer questions related to the topic.                      1.LVS.1.7 Students can tell extended personal information.</p>	<p>Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to the routines and expectations of the classroom teacher with regards to Literacy Block</li> <li>• <b>Review concepts of print (front &amp; back cover, title page, directionality, distinguish between and identify upper &amp; lowercase letters, identify punctuation marks) (M) (Kindergarten)</b></li> <li>• <b>Review Kindergarten TCS D Common Chunk List (an, at, in, it, op, ot, ug) to blend sounds to read c-v-c words. (Kindergarten) (M)</b></li> <li>• <b>Review and explain the terms author, illustrator and photographer. (M)</b></li> <li>• Listen to, respond to and distinguish between examples of fiction and nonfiction (I) (1.R.3.3)</li> <li>• Relate text (fiction and nonfiction) to personal experience (SCHEMA) (I) (1.R.2.2)</li> <li>• Review first 25 words from the Frye Instant Word List (1.R.1.7)</li> <li>• Listen to text read and reread aloud; use vocabulary from a variety of shared text in oral language (I) (1.R.1.6)</li> <li>• Use picture and story clues to predict what will happen. (I) (1.R.2.1)</li> <li>• Respond to text (fiction and nonfiction) by asking and answering questions. (I) (QUESTIONING) (1.R.2.2) (1.LVS.1.6)</li> <li>• Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (I) (1.R.2.1)</li> <li>• Be exposed through teacher modeling to fluent reading (accuracy, expression) (I) (1.R.2.3)</li> <li>• Join in the choral reading of familiar texts (I) (1.R.2.3)</li> <li>• Identify favorite authors/titles (C) (1.R.3.2)</li> </ul>
		<p>Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Write their first names and last names (Kindergarten)</b></li> <li>• Be exposed to teacher modeling of writing using conventional and phonetic spelling. (I) (1.W.2.2)</li> <li>• Be exposed to teacher modeling of appropriate formation of letters and expected to demonstrate formation in the context of writing and in isolation as needed. (I) (1.W.2.1, 1.W.2.3)</li> <li>• Compose sentences and simple stories using capital letters, appropriate spacing and endmarks (I) (1.W.2.1, 1.W.2.3)</li> <li>• Create illustrations to express thoughts and ideas; revise with added details to illustrate when prompted to do so. (I) (1.W.1.1) (1.W.1.2)</li> <li>• Participate in shared/interactive writing by writing letters, words and endmarks (I) (1.W.2.1, 1.W.2.3)</li> </ul>

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Follow rules of conversation (I) (1.LVS.1.2)</li> <li>State first and last name, names of household members, and work to identify birthdates &amp; contact phone number if applicable (I) (1.LVS.1.7)</li> <li>Repeat and follow two step directions (I) (1.LVS.1.1)</li> <li>Gathers information from classroom visual organizers to answer questions (I) (1.LVS.1.3)</li> <li>Attempt to express ideas using complete sentences with correct grammar (I) (1.LVS.1.5)</li> <li>Practice retelling narrative text in sequence and using detail (I) (1.LVS.1.4)</li> </ul>
		<p><b>Word Study:</b></p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Manipulate onset and rime with short vowel chunks from Kindergarten TCS D Common Chunk List (an, at, in, it, op, ot, ug). (I) (1.R.1.2) (1.R.1.1)</li> <li>Blend sounds to decode c-v-c words. (I) (1.R.1.1)</li> <li>Identify the number of syllables in words presented orally. (I) (1.R.1.4)</li> <li>Review first 25 words from the Frye Instant Word List (I) (1.R.1.7)</li> <li>Write TCS D Kindergarten No Excuse words and words as introduced from TCS D First Grade No Excuse Words. (I) (1.W.2.2)</li> </ul>
<p><b>Resources</b></p>		<p><b>Assessments</b></p>
<p>District Required Resource</p> <ul style="list-style-type: none"> <li>Individual school libraries/book walls</li> <li><u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry)</li> <li><u>Handwriting Without Tears</u> (Olsen)</li> <li>TC Literacy Website</li> <li>TC Literacy Plan</li> <li>Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles)</li> <li>Big-books relevant to focus teaching points</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li><u>Mosaic of Thought: Second Edition</u> (Keene &amp; Zimmerman)</li> <li><u>Strategies That Work: Second Edition</u> (Harvey &amp; Goudvis)</li> <li><u>Phonics They Use</u> (Cunningham)</li> <li><u>Phonics Lessons</u> (Fontas &amp; Pinnell)</li> <li><u>Month by Month Phonics</u> (Cunningham &amp; Hall)</li> <li><u>The Morning Meeting Book</u> (Kriete &amp; Bechtel)</li> </ul>		<ul style="list-style-type: none"> <li>TCS D Personal Impromptu Writing (Prompted Response) Sample accompanied by Scored Rubric</li> <li>AREA Dictation Task</li> <li>Words In Ten</li> <li>Teacher generated checklists for mastered skills</li> <li>Running Records</li> <li>Artifacts that may include but are not limited to the following: Student Writing Notebook/ Portfolio Drawings Anecdotal Records Book Response/Reading Logs</li> </ul>

Unit 9/29 to 11/7	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Exploring Story Elements</b></p>	<p><b>1.R.1.1</b> Students can <b>decode</b> words using short vowel sounds.  <b>1.R.1.2</b> Students can read <u>text</u> by <b>decoding word parts</b>.  <b>1.R.1.3</b> Students can blend sounds of words to read <u>text</u>.  <b>1.R.1.4</b> Students can <b>separate</b> two part words orally and in <u>text</u>.  <b>1.R.1.5</b> Students can <b>identify root words</b> and their <u>inflectional forms</u> in <u>text</u>.  <b>1.R.1.6</b> Students can <b>interpret</b> vocabulary when reading independently.  <b>1.R.1.7</b> Students can read <u>high-frequency words</u> in <u>text</u>.  <b>1.R.2.1</b> Students can <b>comprehend text</b> by <b>applying</b> reading strategies.  <b>1.R.2.2</b> Students can <b>utilize</b> comprehension strategies.  <b>1.R.2.3</b> Student can read <u>fluently</u> to <u>comprehend</u> text.  <b>1.R.3.1</b> Students can <b>identify major literary elements</b> in <u>text</u>.  <b>1.R.3.3</b> Students can <b>identify</b> the differences between <u>genres</u> including <u>fiction</u>, <u>nonfiction</u>, and poetry.</p> <p><b>1.W.1.1</b> Students can illustrate and write text to express thoughts and ideas.  <b>1.W.1.2</b> Students can include details in pictures and writing.  <b>1.W.2.1</b> Students can write complete sentences using capital letters and periods.  <b>1.W.2.2</b> Students can correctly spell three- and four-letter words and <u>high-frequency words</u>.  <b>1.W.2.3</b> Students can write legibly and space words within a sentence.</p>	<p>Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Infer the meaning of unfamiliar words (INFERENCE) (C) (1.R.1.6)</li> <li>Use picture and story clues to predict what will happen. (C) (1.R.2.1)</li> <li>Respond to fiction by asking and answering questions. (C) (QUESTIONING) (1.R.2.2) (1.LVS.1.6)</li> <li>Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (1.R.2.1)</li> <li>Apply <u>reading strategies</u> as applicable (cross-checking using meaning, structure, visual cues, self correct, use picture, skip word and come back to it, context) with an expectation for end-of-year mastery at independent reading level (C) (1.R.2.1)</li> <li>Attempt to read text with expression and phrasing in the context of shared, guided and independent reading (C) (1.R.2.3)</li> <li>Students can identify and describe setting, character, problem and solution (I) (1.R.3.1)</li> <li>Relate realistic fiction to personal experience (background knowledge) and other stories (SCHEMA) (I) (1.R.2.2)</li> <li>Differentiate between stories that may or may not have <u>really</u> happened (genres such as realistic fiction, personal story, memoir) and stories which are make-believe (fantasy). (I) (1.R.3.3)</li> <li>Be gradually introduced to words 26-100 from the Frye Instant Word List (I) (1.R.1.7)</li> <li>Be exposed to a variety of personal stories through teacher read aloud and participate in discussion related to genre (I) (1.R.3.3)</li> <li>Identify favorite authors/titles (C) (1.R.3.2)</li> </ul>
	<p><b>1.LVS.1.1</b> Students can repeat and <b>follow</b> three-step oral directions.  <b>1.LVS.1.2</b> Students can follow the <u>rules of conversation</u> in a group situation.  <b>1.LVS.1.3</b> Students can <b>utilize visual organizers</b> which include words for listening and viewing.  <b>1.LVS.1.4</b> Students can tell stories in sequence with details.  <b>1.LVS.1.5</b> Students can <b>express</b> ideas in complete sentences using correct grammar.  <b>1.LVS.1.6</b> Students can answer questions related to the topic.  <b>1.LVS.1.7</b> Students can tell extended personal information.</p>	<p>Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Utilize TCS D Kindergarten No Excuse words and words as introduced from TCS D First Grade No Excuse Words (ex.: word wall or personal dictionary) (C) (1.W.2.2)</li> <li>Be exposed to teacher modeling of writing using conventional and phonetic spelling. (C) (1.W.2.2)</li> <li>Be exposed to teacher modeling of appropriate formation of letters and expected to demonstrate formation in the context of writing and in isolation as needed. (C) (1.W.2.1, 1.W.2.3)</li> <li>Compose detailed sentences within personal story and self-selected writing using capital letters, appropriate spacing and endmarks (C) (1.W.1.1, 1.W.2.1, 1.W.2.3)</li> <li>Revise by extending writing or adding simple details to text and/or pictures when prompted to do so. (I) (1.W.1.1, 1.W.1.2)</li> <li>Participate in shared/interactive/guided writing by writing syllables, words and endmarks (I) (1.W.2.1, 1.W.2.3)</li> </ul>

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <i>State first, middle and last name (M)</i>, names of household members, and work to identify birth dates &amp; contact phone number if applicable (C) (1.LVS.1.7)</li> <li>• <i>Follow two step directions (M) (1.LVS.1.1)</i></li> <li>• Follow rules of conversation (C) (1.LVS.1.2)</li> <li>• Gathers information from classroom visual organizers to answer questions (C) (1.LVS.1.3)</li> <li>• Attempt to express ideas using complete sentences with correct grammar (C) (1.LVS.1.5)</li> <li>• Ask and answer questions pertaining to personal knowledge and experience (I) (1.LVS.1.6)</li> <li>• Tell personal stories in sequence (I) (1.LVS.1.4)</li> <li>• Retell narrative text in sequence and using detail (C) (1.LVS.1.4)</li> </ul> <p><b>Word Study:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <i>Manipulate onset (consonant, digraph, blend) and rime with short vowel chunks from Kindergarten TCS D Common Chunk List (an, at, in, it, op, ot, ug) (M)</i> as well as introduced chunks from First Grade TCS D Common Chunk List (ack, ake, all, ame, ap, ash, ate, ell, est, ick, ill, ing, ink, ip, ump) (I) (1.R.1.2) (1.R.1.1) (1.R.1.3)</li> <li>• Change final consonant sound, blends and digraphs to create new words (run to rug, math to mash) (C) (1.R.1.3)</li> <li>• Blend sounds to read and write three and four letter words. (I) (1.R.1.1) (1.W.2.2)</li> <li>• Sort words according to number of syllables (I) (1.R.1.4)</li> <li>• Be gradually introduced to words 26-100 from Frye Instant Word List (1.R.1.7)</li> <li>• Add s, es, ed, ing to root word without changing spelling of root word (I) (1.R.1.5)</li> </ul>
<p><b>Resources</b></p> <p>District Required Resource</p> <ul style="list-style-type: none"> <li>• Individual school libraries/book walls</li> <li>• <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry)</li> <li>• <u>Handwriting Without Tears</u> (Olsen)</li> <li>• TC Literacy Website</li> <li>• TC Literacy Plan</li> <li>• Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles)</li> <li>• Recommended titles for personal story genre study (see TC Literacy Website)</li> <li>• Big-books relevant to focus teaching points</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li>• <u>Mosaic of Thought: Second Edition</u> (Keene &amp; Zimmerman)</li> <li>• <u>Strategies That Work: Second Edition</u> (Harvey &amp; Goudvis)</li> <li>• <u>Phonics They Use</u> (Cunningham)</li> <li>• <u>Phonics Lessons</u> (Fontas &amp; Pinnell)</li> <li>• <u>Month by Month Phonics</u> (Cunningham &amp; Hall)</li> <li>• <u>The Morning Meeting Book</u> (Kriete &amp; Bechtel)</li> <li>• <u>The Morning Meeting Book</u> (Kriete &amp; Bechtel)</li> </ul>	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher generated checklists for mastered skills</li> <li>• DRA2</li> <li>• TCS D Story Writing (Personal Story) Sample accompanied by Scored Rubric</li> <li>• TCS D No Excuse Checklist (see TC Literacy Website)</li> <li>• TCS D Chunk Checklist (see TC Literacy Website)</li> <li>• Running Records</li> <li>• Artifacts that may include but are not limited to the following:       <ul style="list-style-type: none"> <li>Student Writing Notebook/ Portfolio</li> <li>Drawings</li> <li>Anecdotal Records</li> <li>Book Response/Reading Logs</li> </ul> </li> </ul>

Poetry & Performance

Unit 11/10 to 12/19	Standards	Focus
	<p>1.R.1.1 Students can <b>decode</b> words using short vowel sounds.                      1.R.1.2 Students can read <u>text</u> by <b>decoding</b> <u>word parts</u>.                      1.R.1.3 Students can blend sounds of words to read <u>text</u>.                      1.R.1.4 Students can <b>separate</b> two part words orally and in <u>text</u>.                      1.R.1.5 Students can <b>identify</b> <u>root words</u> and their <u>inflectional forms</u> in <u>text</u>.                      1.R.1.6 Students can <b>interpret</b> vocabulary when reading independently.                      1.R.1.7 Students can read <u>high-frequency words</u> in <u>text</u>.                      1.R.2.1 Students can <b>comprehend</b> <u>text</u> by <b>applying</b> reading strategies.                      1.R.2.2 Students can <b>utilize</b> comprehension strategies.                      1.R.2.3 Student can read <u>fluently</u> to <u>comprehend</u> text.                      1.R.3.1 Students can <b>identify</b> <u>major literary elements</u> in <u>text</u>.                      1.R.3.2 Students can <b>identify</b> similarities and differences in <u>text</u> written by the same author.                      1.R.3.3 Students can <b>identify</b> the differences between <u>genres</u> including <u>fiction</u>, <u>nonfiction</u>, and poetry.</p> <p>1.W.1.1 Students can illustrate and write text to express thoughts and ideas.                      1.W.1.2 Students can include details in pictures and writing.                      1.W.2.1 Students can write complete sentences using capital letters and periods.                      1.W.2.2 Students can correctly spell three- and four-letter words and <u>high-frequency words</u>.                      1.W.2.3 Students can write legibly and space words within a sentence.</p> <p>1.LVS.1.1 Students can repeat and <b>follow</b> three-step oral directions.                      1.LVS.1.2 Students can follow the <u>rules of conversation</u> in a group situation.                      1.LVS.1.4 Students can tell stories in sequence with details.                      1.LVS.1.5 Students can <b>express</b> ideas in complete sentences using correct grammar.                      1.LVS.1.6 Students can answer questions related to the topic.                      1.LVS.1.7 Students can tell extended personal</p>	<p>Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>Differentiate between free verse and rhyming poetry. (M) (1.R.3.2)</i></li> <li>• <i>Be exposed to stanza, line, rhyme, rhythm, alliteration and A-B-A-B pattern (M) (1.R.3.2) (1.R.3.3)</i></li> <li>• <i>Relate fiction, nonfiction and poetry to personal experience (background knowledge) and other texts (SCHEMA) (C) (1.R.2.2)</i></li> <li>• <i>Be gradually introduced to words 26-100 from the Frye Instant Word List (C) (1.R.1.7)</i></li> <li>• <i>Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (1.R.1.6)</i></li> <li>• <i>Use picture and text to make prediction (Ex., guess the covered word, guided reading) (C) (1.R.2.2)</i></li> <li>• <i>Respond to text by asking and answering questions. (C) (QUESTIONING) (1.R.2.2)</i></li> <li>• <i>Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (1.R.2.1)</i></li> <li>• <i>Apply <u>reading strategies</u> as applicable (cross-checking using meaning, structure, visual cues, self correct, use picture, skip word and come back to it, context) with an expectation for end-of-year mastery at independent reading level (C) (1.R.2.1)</i></li> <li>• <i>Read text with expression and phrasing in the context of shared, guided and independent reading (C) (1.R.2.3)</i></li> <li>• <i>Be exposed to a variety of poems through teacher read aloud and participate in discussion related to genre (I) (1.R.3.3)</i></li> <li>• <i>Respond to text through SENSORY IMAGERY and VISUALIZATION (I) (1.R.2.2)</i></li> <li>• <i>Be exposed to terms line, stanza, free verse, thyme (I) 1.R.3.1</i></li> <li>• <i>Identify favorite poems and authors. (I) (1.R.3.2)</i></li> </ul> <p>Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>Utilize words as introduced from TCSO First Grade No Excuse Word List (ex. word wall or personal dictionary). (C) (1.W.2.2) (1.LVS.1.3)</i></li> <li>• <i>Be exposed to teacher modeling of free verse poetry and other writing using conventional and phonetic spelling. (C) (1.W.2.2)</i></li> <li>• <i>Be exposed to teacher modeling of appropriate formation of letters and expected to demonstrate formation in the context of writing and in isolation as needed. (C) (1.W.2.1, 1.W.2.3)</i></li> <li>• <i>Compose free verse poetry and self-selected writing using capital letters, appropriate spacing and endmarks (C) (1.W.1.1, 1.W.2.1, 1.W.2.3)</i></li> <li>• <i>Revise by extending writing or adding simple details to text and/or pictures when prompted to do so. (I) (1.W.1.1, 1.W.1.2)</i></li> <li>• <i>Participate in shared/interactive/guided writing by writing syllables, words and endmarks (I) (1.W.2.1, 1.W.2.3)</i></li> </ul>

TCS D First Grade Pacing Guide  
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> <li>Follow rules of conversation (C) (1.LVS.1.2)</li> <li><i>State names of household members (M)</i>, and work to identify birth dates &amp; contact phone number if applicable (C) (1.LVS.1.7)</li> <li>Attempt to follow two step directions (I) (1.LVS.1.1)</li> <li>Attempt to express ideas using complete sentences with correct grammar (C) (1.LVS.1.5)</li> <li>Ask and answer questions pertaining to personal knowledge and experience (C) (1.LVS.1.6)</li> <li>Tell personal stories in sequence (I) (1.LVS.1.4)</li> <li>Retell narrative text in sequence and using detail (C) (1.LVS.1.4)</li> </ul>
		<p>Word Study:</p>
		<p>Students Will:</p> <ul style="list-style-type: none"> <li>Manipulate onset (consonant, digraph, blend) and rime with selected short and long vowel chunks from First Grade TCS D Common Chunk List (ack, ake, all, ame, ap, ash, ate, ell, est, ick, ill, ing, ink, ip, ump) with an expectation for end-of-year mastery (I) (1.R.1.2) (1.R.1.1) (1.R.1.3)</li> <li>Blend sounds to read and write three and four letter words. (C) (1.R.1.1) (1.W.2.2)</li> <li>Sort words according to number of syllables (C) (1.R.1.4)</li> <li>Be gradually introduced to words 26-100 from Frye Instant Word List (1.R.1.7)</li> <li>Change final consonant sound, digraphs and blends to create new words (run to rug) (1.R.1.3)</li> <li>Add s, es, ed, ing to root word without changing spelling of root word (C) (1.R.1.5)</li> </ul>
<p>Resources</p>		<p>Assessments</p>
<p>District Required Resources</p> <ul style="list-style-type: none"> <li>Individual guided reading book room/book walls</li> <li><u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry)</li> <li><u>Handwriting Without Tears</u> (Olsen)</li> <li>Poetry Tubs</li> <li>TC Literacy Website</li> <li>TC Literacy Plan</li> <li>Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles)</li> <li>Big-books relevant to focus teaching points</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li><u>Mosaic of Thought: Second Edition</u> (Keene &amp; Zimmerman)</li> <li><u>Strategies That Work: Second Edition</u> (Harvey &amp; Goudvis)</li> <li><u>Phonics They Use</u> (Cunningham)</li> <li><u>Phonics Lessons</u> (Fontas &amp; Pinnell)</li> <li><u>Month by Month Phonics</u> (Cunningham &amp; Hall)</li> <li><u>The Morning Meeting Book</u> (Kriete &amp; Bechtel)</li> </ul>		<ul style="list-style-type: none"> <li>Teacher generated checklists for mastered skills</li> <li>Running Records</li> <li>Artifacts that may include but are not limited to the following:           <ul style="list-style-type: none"> <li>Student Writing Notebook/ Portfolio</li> <li>Drawings</li> <li>Anecdotal Records</li> <li>Book Response/Reading Logs</li> </ul> </li> </ul>

Unit 1/5 to 2/13	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading and Writing to Communicate and Inform</b></p>	<p>1.R.1.1 Students can <b>decode</b> words using short vowel sounds.                      1.R.1.2 Students can read <u>text</u> by <b>decoding</b> <u>word parts</u>.                      1.R.1.3 Students can blend sounds of words to read <u>text</u>.                      1.R.1.5 Students can <b>identify</b> <u>root words</u> and their <u>inflectional forms</u> in <u>text</u>.                      1.R.1.6 Students can <b>interpret</b> vocabulary when reading independently.                      1.R.1.7 Students can read <u>high-frequency words</u> in <u>text</u>.                      1.R.2.1 Students can <b>comprehend</b> <u>text</u> by <b>applying</b> reading strategies.                      1.R.2.2 Students can <b>utilize</b> comprehension strategies.                      1.R.2.3 Student can read <u>fluently</u> to <u>comprehend</u> text.                      1.R.3.3 Students can <b>identify</b> the differences between <u>genres</u> including <u>fiction</u>, <u>nonfiction</u>, and poetry.                      1.R.5.1 Students can <b>locate</b> and <b>utilize</b> a table of contents.                      1.R.5.2 Student can alphabetize words to the first letter.</p> <p>1.W.1.1 Students can illustrate and write text to express thoughts and ideas.                      1.W.1.2 Students can include details in pictures and writing.                      1.W.2.1 Students can write complete sentences using capital letters and periods.                      1.W.2.2 Students can correctly spell three- and four-letter words and <u>high-frequency words</u>.                      1.W.2.3 Students can write legibly and space words within a sentence.</p> <p>1.LVS.1.1 Students can repeat and <b>follow</b> three-step oral directions.                      1.LVS.1.2 Students can follow the <u>rules of conversation</u> in a group situation.                      1.LVS.1.3 Students can <b>utilize</b> <u>visual organizers</u> which include words for listening and viewing.                      1.LVS.1.4 Students can tell stories in sequence with details.                      1.LVS.1.5 Students can <b>express</b> ideas in complete sentences using correct grammar.                      1.LVS.1.6 Students can answer questions related to the topic.                      1.LVS.1.7 Students can tell extended personal information.</p>	<p>Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be gradually introduced to the TCS D First Grade Common Chunk List (ack, ake, all, ame, ap, ash, ate, ell, est, ick, ill, ing, ink, ip, ump) with an expectation for end-of-year mastery (C) (1.R.1.7)</li> <li>• Relate text (with an emphasis on nonfiction reading) to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (1.R.2.2)</li> <li>• Be gradually introduced to words 26-100 from the Frye Instant Word List (C) (1.R.1.7)</li> <li>• Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (1.R.1.6)</li> <li>• <i>Locate and utilize a table of contents, photos, illustrations, and other nonfiction conventions (M) (1.R.5.1)</i></li> <li>• <i>Differentiate between the purpose for bold and italicized print in fiction and nonfiction (M) (1.5.R.1)</i></li> <li>• <i>Apply alphabetic principle (first letter only) to locate and utilize glossary &amp; index (M) (1.R.5.1) (1.R.5.2)</i></li> <li>• Use text features to make prediction (Ex., using the table of contents to predict what information may be contained in a section) (C) (1.R.2.2)</li> <li>• Respond to text by asking and answering questions. (C) (QUESTIONING) (1.R.2.2)</li> <li>• Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (1.R.2.1)</li> <li>• Combine new knowledge with prior knowledge (SCHEMA) to modify understanding (SYNTHESIS) (I) (1.R.2.2)</li> <li>• Apply <u>reading strategies</u> as applicable (cross-checking using meaning, structure, visual cues, self correct, use picture, skip word and come back to it, context) with an expectation for end-of-year mastery at independent reading level (C) (1.R.2.1)</li> <li>• Read nonfiction text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (1.R.2.3)</li> <li>• Be exposed to a variety of nonfiction texts (informational, biography, functional texts, etc.) through teacher read aloud and participate in discussion related to genre (I) (1.R.3.3)</li> <li>• Identify favorite authors/titles (C) (1.R.3.2)</li> </ul>
		<p>Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Utilize words as introduced from TCS D First Grade No Excuse Word List (ex. word wall or personal dictionary). (C) (1.W.2.2) (1.LVS.1.3)</li> <li>• Be exposed to teacher modeling of friendly letter writing and other nonfiction writing using conventional and phonetic spelling. (C) (1.W.2.2)</li> <li>• Be exposed to teacher modeling of appropriate formation of letters and expected to demonstrate formation in the context of writing and in isolation as needed. (C) (1.W.2.1, 1.W.2.3)</li> <li>• Compose freindly letters, nonfiction and self-selected writing using capital letters, appropriate spacing, endmarks and visual features(C) (1.W.1.1, 1.W.2.1, 1.W.2.3)</li> <li>• Revise by extending writing or adding simple details to text and/or illustrations when prompted to do so. (I) (1.W.1.1, 1.W.1.2)</li> <li>• Participate in shared/interactive/guided writing by writing syllables, words and endmarks (I) (1.W.2.1, 1.W.2.3)</li> </ul>

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Identify important phone number (parent, guardian or emergency contact) and addresses &amp;/or community (R) (1.LVS.1.7)</li> <li><i>Students will follow simple two step (M) and three step directions (I) (1.LVS.1.1)</i></li> <li>Follow rules of conversation (R) (1.LVS.1.2)</li> <li>Join in the choral reading of texts (C) (1.R.2.3)</li> <li>Attempt to express ideas using complete sentences with correct grammar (C) (1.LVS.1.5)</li> <li>Gather information from visual organizers (C) (1.LVS.1.3)</li> <li>Ask and answer questions pertaining to personal knowledge and experience (C) (1.LVS.1.6)</li> <li>State important ideas and facts from nonfiction reading (I) (1.LVS.1.4)</li> </ul> <p><b>Word Study:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li><b>Alphabetize to the first letter (M) (1.R.5.2)</b></li> <li><b>Change final consonant sound (M)</b>, digraphs and blends to create new words (run to rug) (1.R.1.3)</li> <li>Manipulate onset (consonant, digraph, blend) and rime with selected short and long vowel chunks from First Grade TCS D Common Chunk List with an expectation for end-of-year mastery (C) (1.R.1.2) (1.R.1.1) (1.R.1.3)</li> <li>Blend sounds to read and write three and four letter words. (C) (1.R.1.1) (1.W.2.2)</li> <li>Be gradually introduced to words 26-100 from Frye Instant Word List (C) (1.R.1.7)</li> <li>Add s, es, ed, ing to root word without changing spelling of root word; identify root word (C) (1.R.1.5)</li> </ul>
<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<p>District Required Resources</p> <ul style="list-style-type: none"> <li>Individual guided reading book room/book walls</li> <li><u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry)</li> <li><u>Handwriting Without Tears</u> (Olsen)</li> <li>Nonfiction Tubs</li> <li>TC Literacy Website</li> <li>TC Literacy Plan</li> <li>Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles)</li> <li>Big-books relevant to focus teaching points</li> <li>Recommended titles for friendly letter writing samples (see TC Literacy Website)</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li><u>Mosaic of Thought: Second Edition</u> (Keene &amp; Zimmerman)</li> <li><u>Strategies That Work: Second Edition</u> (Harvey &amp; Goudvis)</li> <li><u>Phonics They Use</u> (Cunningham)</li> <li><u>Phonics Lessons</u> (Fontas &amp; Pinnell)</li> <li><u>Month by Month Phonics</u> (Cunningham &amp; Hall)</li> <li><u>The Morning Meeting Book</u> (Kriete &amp; Bechtel)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher generated checklists for mastered skills</li> <li>DRA2</li> <li>TCS D Writing to Communicate and Inform (Friendly Letter) Sample accompanied by Scored Rubric</li> <li>Artifacts that may include but are not limited to the following:             <ul style="list-style-type: none"> <li>Student Writing Notebook/ Portfolio</li> <li>Drawings</li> <li>Anecdotal Records</li> <li>Book Response/Reading Logs</li> </ul> </li> <li>TCS D No Excuse Checklist (see TC Literacy Website)</li> <li>TCS D Chunk Checklist (see TC Literacy Website) Running Records</li> </ul>

TCS D First Grade Pacing Guide  
 Drafted Summer, 2008

Unit 2/16 to 3/31	Standards	Focus
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">*Students may study more than one author</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Author &amp; Craft Study*</b></p>	<p>1.R.1.1 Students can <b>decode</b> words using short vowel sounds.</p> <p>1.R.1.1 Students can <b>decode</b> words using short vowel sounds.</p> <p>1.R.1.2 Students can read <u>text</u> by <b>decoding word parts</b>.</p> <p>1.R.1.3 Students can blend sounds of words to read <u>text</u>.</p> <p>1.R.1.4 Students can <b>separate</b> two part words orally and in <u>text</u>.</p> <p>1.R.1.5 Students can <b>identify root words</b> and their <u>inflectional forms</u> in <u>text</u>.</p> <p>1.R.1.6 Students can <b>interpret</b> vocabulary when reading independently.</p> <p>1.R.1.7 Students can read <u>high-frequency words</u> in <u>text</u>.</p> <p>1.R.2.1 Students can <b>comprehend text</b> by <b>applying</b> reading strategies.</p> <p>1.R.2.2 Students can <b>utilize</b> comprehension strategies.</p> <p>1.R.2.3 Student can read <u>fluently</u> to <u>comprehend</u> text.</p> <p>1.R.3.1 Students can <b>identify major literary elements</b> in <u>text</u>.</p> <p>1.R.3.2 Students can <b>identify</b> similarities and differences in <u>text</u> written by the same author.</p> <p>1.W.1.1 Students can illustrate and write text to express thoughts and ideas.</p> <p>1.W.1.2 Students can include details in pictures and writing.</p> <p>1.W.2.1 Students can write complete sentences using capital letters and periods.</p> <p>1.W.2.2 Students can correctly spell three- and four-letter words and <u>high-frequency words</u>.</p> <p>1.W.2.3 Students can write legibly and space words within a sentence.</p> <p>1.LVS.1.1 Students can repeat and <b>follow</b> three-step oral directions.</p> <p>1.LVS.1.2 Students can follow the <u>rules of conversation</u> in a group situation.</p> <p>1.LVS.1.3 Students can <b>utilize visual organizers</b> which include words for listening and viewing.</p> <p>1.LVS.1.4 Students can tell stories in sequence with details.</p> <p>1.LVS.1.5 Students can <b>express</b> ideas in complete sentences using correct grammar.</p> <p>1.LVS.1.6 Students can answer questions related to the topic.</p> <p>1.LVS.1.7 Students can tell extended personal information.</p>	<p>Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (1.R.2.2)</li> <li>• Be gradually introduced to words 26-100 from the Frye Instant Word List (C) (1.R.1.7)</li> <li>• Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (1.R.1.6)</li> <li>• Use text and picture clues to support (C) (1.R.2.2)</li> <li>• Respond to text by asking and answering questions. (C) (QUESTIONING) (1.R.2.2)</li> <li>• Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (1.R.2.1)</li> <li>• Apply <u>reading strategies</u> as applicable (cross-checking using meaning, structure, visual cues, self correct, use picture, skip word and come back to it, context) with an expectation for end-of-year mastery at independent reading level (C) (1.R.2.1)</li> <li>• Identify differences and similarities in texts written by the same author (C) (1.R.3.2)</li> <li>• Be exposed to a variety of texts written by the same author through teacher read aloud and participate in discussion related to craft (I) (1.R.3.3)</li> <li>• Read text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (1.R.2.3)</li> <li>• <b>Students can identify (M)</b> and describe setting, character, problem and solution (C) (1.R.3.1)</li> <li>• Identify favorite authors/titles (C) (1.R.3.2)</li> </ul> <p>Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Utilize words as introduced from TCS D First Grade No Excuse Word List (ex. word wall or personal dictionary). (C) (1.W.2.2) (1.LVS.1.3)</li> <li>• Be exposed to teacher modeling of craft (writer's techniques, ex. word choice, sentence fluency, matching print to meaning, etc.) in writing using conventional and phonetic spelling. (C) (1.W.2.2)</li> <li>• Be exposed to teacher modeling of appropriate formation of letters and expected to demonstrate formation in the context of writing and in isolation as needed. (C) (1.W.2.1, 1.W.2.3)</li> <li>• Compose text incorporating teacher-selected elements of craft using capital letters, appropriate spacing, endmarks and visual features(C) (1.W.1.1, 1.W.2.1, 1.W.2.3)</li> <li>• Revise writing by extension &amp; inclusion of craft and detail when prompted to do so. (C) (1.W.1.2, 1.W.1.2)</li> <li>• Participate in shared/interactive writing by writing letters, words and endmarks (I) (1.W.2.1, 1.W.2.3)</li> </ul>

TCS D First Grade Pacing Guide  
 Drafted Summer, 2008

		<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <i>Identify important phone number (parent, guardian or emergency contact) (M) and addresses &amp;/or community (R) (1.LVS.1.7)</i></li> <li>• Follow rules of conversation (R) (1.LVS.1.2)</li> <li>• Join in the choral reading of texts (C) (1.R.2.3)</li> <li>• Attempt to express ideas using increasingly complex sentences with correct grammar (C) (1.LVS.1.5)</li> <li>• Ask and answer questions pertaining to personal knowledge and experience (C) (1.LVS.1.6)</li> <li>• Retell narrative text in sequence and using detail and/or identify important ideas and facts from nonfiction reading(C) (1.LVS.1.4)</li> <li>• Students will follow three step directions (R) (1.LVS.1.1)</li> <li>• Be exposed to the use of graphic organizers to compare &amp; contrast information (Ex. similarities &amp; differences between texts by the same author) (1.LVS.1.3)</li> </ul>
		<p><b>Word Study:</b></p>
		<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <i>Blend sounds to read and write three and four letter words. (M) (1.R.1.1) (1.W.2.2)</i></li> <li>• <i>Change digraphs and blends to create new words (run to rug) (M) (1.R.1.3)</i></li> <li>• Manipulate onset (consonant, digraph, blend) and rime with selected short and long vowel chunks from First Grade TCS D Common Chunk List with an expectation for end-of-year mastery (C) (1.R.1.2) (1.R.1.1) (1.R.1.3)</li> <li>• Be gradually introduced to words 26-100 from Frye Instant Word List (C) (1.R.1.7)</li> <li>• Add s, es, ed, ing to root word without changing spelling of root word; identify root word (C) (1.R.1.5)</li> <li>• Combine words to create compound words (I) (1.R.1.4)</li> <li>• Identify compound words (I) (1.R.1.4)</li> </ul>
<p><b>Resources</b></p>		<p><b>Assessments</b></p>
<p>District Required Resource</p> <ul style="list-style-type: none"> <li>• Individual school libraries/book walls</li> <li>• <u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry)</li> <li>• <u>Handwriting Without Tears</u> (Olsen)</li> <li>• <u>About the Authors: Writing Workshop with Our Youngest Writers</u> (Ray)</li> <li>• TC Literacy Website</li> <li>• TC Literacy Plan</li> <li>• Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles)</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li>• <u>Mosaic of Thought: Second Edition</u> (Keene &amp; Zimmerman)</li> <li>• <u>Strategies That Work: Second Edition</u> (Harvey &amp; Goudvis)</li> <li>• <u>Phonics They Use</u> (Cunningham)</li> <li>• <u>Phonics Lessons</u> (Fontas &amp; Pinnell)</li> <li>• <u>Month by Month Phonics</u> (Cunningham &amp; Hall)</li> <li>• <u>The Morning Meeting Book</u> (Kriete &amp; Bechtel)</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher generated checklists for mastered skills</li> <li>• Running Records</li> <li>• Artifacts that may include but are not limited to the following:           <ul style="list-style-type: none"> <li>Student Writing Notebook/ Portfolio</li> <li>Drawings</li> <li>Anecdotal Records</li> <li>Book Response/Reading Logs</li> </ul> </li> </ul>

TCS D First Grade Pacing Guide  
 Drafted Summer, 2008

Time Periods & Culture (Reading) and

Unit 4/1 to 5/2	Standards	Focus
	<p><b>1.R.1.1</b> Students can <b>decode</b> words using short vowel sounds.</p> <p><b>1.R.1.2</b> Students can read <u>text</u> by <b>decoding</b> <u>word parts</u>.</p> <p><b>1.R.1.3</b> Students can blend sounds of words to read <u>text</u>.</p> <p><b>1.R.1.4</b> Students can <b>separate</b> two part words orally and in <u>text</u>.</p> <p><b>1.R.1.5</b> Students can <b>identify</b> <u>root words</u> and their <u>inflectional forms</u> in <u>text</u>.</p> <p><b>1.R.1.6</b> Students can <b>interpret</b> vocabulary when reading independently.</p> <p><b>1.R.1.7</b> Students can read <u>high-frequency words</u> in <u>text</u>.</p> <p><b>1.R.2.1</b> Students can <b>comprehend</b> <u>text</u> by <b>applying</b> reading strategies.</p> <p><b>1.R.2.2</b> Students can <b>utilize</b> comprehension strategies.</p> <p><b>1.R.2.3</b> Student can read <u>fluently</u> to <u>comprehend</u> text.</p> <p><b>1.R.3.1</b> Students can <b>identify</b> <u>major literary elements</u> in <u>text</u>.</p> <p><b>1.R.3.3</b> Students can <b>identify</b> the differences between <u>genres</u> including <u>fiction</u>, <u>nonfiction</u>, and poetry.</p> <p><b>1.R.4.1</b> Students can <b>compare</b> <u>text</u> from different <u>cultures</u> as read aloud by teacher.</p> <p><b>1.W.1.1</b> Students can illustrate and write text to express thoughts and ideas.</p> <p><b>1.W.1.2</b> Students can include details in pictures and writing.</p> <p><b>1.W.2.1</b> Students can write complete sentences using capital letters and periods.</p> <p><b>1.W.2.2</b> Students can correctly spell three- and four-letter words and <u>high-frequency words</u>.</p> <p><b>1.W.2.3</b> Students can write legibly and space words within a sentence.</p> <p><b>1.LVS.1.1</b> Students can repeat and <b>follow</b> three-step oral directions.</p> <p><b>1.LVS.1.2</b> Students can follow the <u>rules of conversation</u> in a group situation.</p> <p><b>1.LVS.1.3</b> Students can <b>utilize</b> <u>visual organizers</u> which include words for listening and viewing.</p> <p><b>1.LVS.1.4</b> Students can tell stories in sequence with details.</p> <p><b>1.LVS.1.5</b> Students can <b>express</b> ideas in complete sentences using correct grammar.</p> <p><b>1.LVS.1.6</b> Students can answer questions related to the topic.</p> <p><b>1.LVS.1.7</b> Students can tell extended personal information.</p>	<p>Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (1.R.2.2)</li> <li>• <b>Be able to read, in text, 80% of #26-100 words from the Frye Instant Word List (M) (1.R.1.7)</b></li> <li>• Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (1.R.1.6)</li> <li>• Use text and picture clues to support predictions (C) (1.R.2.2)</li> <li>• Respond to text by asking and answering questions. (C) (QUESTIONING) (1.R.2.2)</li> <li>• Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (1.R.2.1)</li> <li>• <b>Apply reading strategies as applicable (cross-checking using meaning, structure, visual cues, self correct, use picture, skip word and come back to it, context) with an expectation for end-of-year mastery at independent reading level (M) (1.R.2.1)</b></li> <li>• Compare text from different cultures (legends, celebrations, traditions) (I) (1.R.4.1)</li> <li>• Be exposed to a variety of texts from different cultures through teacher read aloud and participate in discussion (I) (1.R.3.3)</li> <li>• Read text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (1.R.2.3)</li> <li>• Students can describe setting, character, problem and solution (C) (1.R.3.1)</li> <li>• Identify favorite authors/titles (C) (1.R.3.2)</li> </ul> <p>Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Use words from TCS D First Grade No Excuse Word List correctly in writing (ex. word wall or personal dictionary). (M) (1.W.2.2) (1.LVS.1.3)</b></li> <li>• Be exposed to teacher modeling of revision in writing using conventional and phonetic spelling. (I) (1.W.2.2)</li> <li>• <b>Demonstrate correct letter formation in the context of writing (M) (1.W.2.1, 1.W.2.3)</b></li> <li>• Compose text using capital letters, appropriate spacing, endmarks and visual features(C) (1.W.1.1, 1.W.2.1, 1.W.2.3)</li> <li>• Revise writing by extension &amp; inclusion of craft and detail when prompted to do so. (C) (1.W.1.2, 1.W.1.2)</li> <li>• Participate in shared/interactive writing by writing simple words, phrases and endmarks (C) (1.W.2.1, 1.W.2.3)</li> </ul>

TCS D First Grade Pacing Guide  
 Drafted Summer, 2008

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>Identify addresses &amp;/or community (C) (1.LVS.1.7)</li> <li>Follow rules of conversation (C) (1.LVS.1.2)</li> <li>Join in the choral reading of texts (C) (1.R.2.3)</li> <li>Attempt to express ideas using increasingly complex sentences with correct grammar (C) (1.LVS.1.5)</li> <li>Ask and answer questions pertaining to personal knowledge and experience (C) (1.LVS.1.6)</li> <li>Retell narrative text in sequence and using detail and/or identify important ideas and facts from nonfiction reading (C) (1.LVS.1.4)</li> <li>Students will follow three step directions (C) (1.LVS.1.1)</li> </ul> <p><b>Word Study:</b></p> <p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li><i>Manipulate onset (consonant, digraph, blend) and rime with selected short and long vowel chunks from First Grade TCS D Common Chunk List with an expectation for end-of-year mastery (M) (1.R.1.2) (1.R.1.1) (1.R.1.3)</i></li> <li><i>Apply a knowledge of the TCS D First Grade Common Chunks to decoding and writing unfamiliar words (ack, ake, all, ame, ap, ash, ate, ell, est, ick, ill, ing, ink, ip, ump) with an expectation for end-of-year mastery (M) (1.R.1.7)</i></li> <li><i>Be able to read, in text, 80% of #26-100 words from the Frye Instant Word List (M) (1.R.1.7)</i></li> <li><i>Add s, es, ed, ing to root word without changing spelling of root word; identify root word (M) (1.R.1.5)</i></li> <li><i>Combine words to create compound words (M) (1.R.1.4)</i></li> <li>Identify compound words (C) (1.R.1.4)</li> </ul>
<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<p>District Required Resource</p> <ul style="list-style-type: none"> <li>Individual school libraries/book walls</li> <li><u>The Reading Teacher's Book of Lists: Fifth Edition</u> (E. Fry)</li> <li><u>Handwriting Without Tears</u> (Olsen)</li> <li>TC Literacy Website</li> <li>TC Literacy Plan</li> <li>Big-books relevant to focus teaching points</li> <li>Culture Text Set</li> <li>Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles)</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li><u>Mosaic of Thought: Second Edition</u> (Keene &amp; Zimmerman)</li> <li><u>Strategies That Work: Second Edition</u> (Harvey &amp; Goudvis)</li> <li><u>Phonics They Use</u> (Cunningham)</li> <li><u>Phonics Lessons</u> (Fontas &amp; Pinnell)</li> <li><u>Month by Month Phonics</u> (Cunningham &amp; Hall)</li> <li><u>The Morning Meeting Book</u> (Kriete &amp; Bechtel)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher generated checklists for mastered skills</li> <li>Running Records</li> <li>Artifacts that may include but are not limited to the following:           <ul style="list-style-type: none"> <li>Student Writing Notebook/ Portfolio</li> <li>Drawings</li> <li>Anecdotal Records</li> <li>Book Response/Reading Logs</li> </ul> </li> </ul>

Unit 5/6 to 5/22	Standards	Focus
<b>Extending Readerly and Writerly Life</b>	<p> <b>1.R.1.1</b> Students can <b>decode</b> words using short vowel sounds.  <b>1.R.1.3</b> Students can blend sounds of words to read <u>text</u>.  <b>1.R.1.4</b> Students can <b>separate</b> two part words orally and in <u>text</u>.  <b>1.R.1.6</b> Students can <b>interpret</b> vocabulary when reading independently.  <b>1.R.2.1</b> Students can <b>comprehend</b> <u>text</u> by <b>applying</b> reading strategies.  <b>1.R.2.2</b> Students can <b>utilize</b> comprehension strategies.  <b>1.R.2.3</b> Student can read <u>fluently</u> to <u>comprehend</u> text.  <b>1.R.3.3</b> Students can <b>identify</b> the differences between <u>genres</u> including <u>fiction</u>, <u>nonfiction</u>, and poetry.  <b>1.R.4.1</b> Students can <b>compare</b> <u>text</u> from different <u>cultures</u> as read aloud by teacher.                 </p> <p> <b>1.W.1.1</b> Students can illustrate and write text to express thoughts and ideas.  <b>1.W.1.2</b> Students can include details in pictures and writing.  <b>1.W.2.1</b> Students can write complete sentences using capital letters and periods.  <b>1.W.2.2</b> Students can correctly spell three- and four-letter words and <u>high-frequency words</u>.  <b>1.W.2.3</b> Students can write legibly and space words within a sentence.                 </p> <p> <b>1.LVS.1.1</b> Students can repeat and <b>follow</b> three-step oral directions.  <b>1.LVS.1.2</b> Students can follow the <u>rules of conversation</u> in a group situation.  <b>1.LVS.1.3</b> Students can <b>utilize</b> <u>visual organizers</u> which include words for listening and viewing.  <b>1.LVS.1.4</b> Students can tell stories in sequence with details.  <b>1.LVS.1.5</b> Students can <b>express</b> ideas in complete sentences using correct grammar.  <b>1.LVS.1.6</b> Students can answer questions related to the topic.  <b>1.LVS.1.7</b> Students can tell extended personal information.                 </p>	<p style="background-color: #cccccc; padding: 5px;">Reading:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Relate text to personal experience (background knowledge), other texts and world events (SCHEMA) (C) (1.R.2.2)</li> <li>• Infer the meaning of unfamiliar words and phrases (INFERENCE) (C) (1.R.1.6)</li> <li>• Use text and picture clues to support predictions (C) (1.R.2.2)</li> <li>• Respond to text by asking and answering questions. (C) (QUESTIONING) (1.R.2.2)</li> <li>• Be exposed through teacher modeling to reading strategies (MONITORING FOR UNDERSTANDING) (C) (1.R.2.1)</li> <li>• Compare and discuss text from a variety of genres and/or authors (C) (1.R.4.1) (1.R.3.3)</li> <li>• Read text with varied reading rate and phrasing in the context of shared, guided and independent reading (C) (1.R.2.3)</li> <li>• Students can describe setting, character, problem and solution (C) (1.R.3.1)</li> <li>• Discuss the importance of reading outside of the school day/year. (I) (1.R.2.3)</li> <li>• Explore goals for summer reading. (I) (1.R.2.3)</li> <li>• Identify favorite authors/titles (C) (1.R.3.2)</li> </ul>
		<p style="background-color: #cccccc; padding: 5px;">Writing:</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Be exposed to teacher modeling of revision in writing using conventional and phonetic spelling. (C) (1.W.2.2)</li> <li>• Compose text using capital letters, appropriate spacing, endmarks and visual features(C) (1.W.1.1, 1.W.2.1, 1.W.2.3)</li> <li>• Revise writing by extension when prompted to do so. (C) (1.W.1.2)</li> <li>• Participate in shared/interactive writing by writing simple words, phrases and endmarks (C) (1.W.2.1, 1.W.2.3)</li> <li>• Be expected to write text consisting of at least three or more simple sentences (I) (1.W.2.1)</li> </ul>

	<p>Listening, Viewing and Speaking (To be addressed in context across the day):</p>
	<p><b>Students Will:</b></p> <ul style="list-style-type: none"> <li>• <i>Identify addresses &amp;/or community (M) (1.LVS.1.7)</i></li> <li>• <i>Follow rules of conversation (M) (1.LVS.1.2)</i></li> <li>• <i>Join in the choral reading of texts (M) (1.R.2.3)</i></li> <li>• Express ideas using increasingly complex sentences with correct grammar (C) (1.LVS.1.5)</li> <li>• Ask and answer questions pertaining to personal knowledge and experience (C) (1.LVS.1.6)</li> <li>• Retell narrative text in sequence and using detail and/or identify important ideas and facts from nonfiction reading(C) (1.LVS.1.4)</li> <li>• <i>Students will follow three step directions (M) (1.LVS.1.1)</i></li> </ul>
	<p><b>Word Study:</b></p>
<p><b>Resources</b></p>	<p><b>Assessments</b></p>
<p>District Required Resource</p> <ul style="list-style-type: none"> <li>• Individual school libraries/book walls</li> <li>• <u>The Reading Teacher’s Book of Lists: Fifth Edition</u> (E. Fry)</li> <li>• <u>Handwriting Without Tears</u> (Olsen)</li> <li>• TC Literacy Website</li> <li>• TC Literacy Plan</li> <li>• Big-books relevant to focus teaching points</li> <li>• Hands-on manipulatives for word study (magnetic letters, Wiki Sticks, letter tiles)</li> </ul> <p>Additional Resources</p> <ul style="list-style-type: none"> <li>• <u>Mosaic of Thought: Second Edition</u> (Keene &amp; Zimmerman)</li> <li>• <u>Strategies That Work: Second Edition</u> (Harvey &amp; Goudvis)</li> <li>• <u>Phonics They Use</u> (Cunningham)</li> <li>• <u>Phonics Lessons</u> (Fontas &amp; Pinnell)</li> <li>• <u>Month by Month Phonics</u> (Cunningham &amp; Hall)</li> <li>• <u>The Morning Meeting Book</u> (Kriete &amp; Bechtel)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher generated checklists for mastered skills</li> <li>• DRA2</li> <li>• Running Records</li> <li>• TCS D No Excuse Checklist (see TC Literacy Website)</li> <li>• TCS D Chunk Checklist (see TC Literacy Website)</li> <li>• Artifacts that may include but are not limited to the following:             <ul style="list-style-type: none"> <li>Student Writing Notebook/ Portfolio</li> <li>Drawings</li> <li>Anecdotal Records</li> <li>Book Response/Reading Logs</li> </ul> </li> </ul>