



FIRST GRADE ELA CURRICULUM MAP

Quarter 4–2018-2019							
Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus
3/11-3/15 Spring Break 3/18/18	1	From Seed to Plant A Tree Is A Plant R.S. Dot and Jabber	Molecules to Organisms 1.LS1	Cause and Effect Preview	Suffixes -ly, -ful Vowels in moon	Adjectives that Compare	R2BR Writing Prompts
				See R.S. 4.6 Henry and Mudge and Mrs. Hopper's House for Reading Skills, Phonics, Grammar, Spelling			
	Read About It	1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. 1.RI.CS.5 Know and use various text features to locate key facts or information in a text. 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.					
	Foundational	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e) Decode two-syllable words following basic patterns by breaking the words into syllables. g) Recognize and read grade-appropriate irregularly spelled words. 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d) Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. c) Use personal, possessive, and indefinite pronouns. h) Use frequently occurring propositions such as during, beyond, and toward. 1.FL.VA.7a Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. ii) Use frequently occurring affixes as a clue to the meaning of a word. 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. ii) Define words by category and by one or more key attributes.					
	Speak About It	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
	Write About It	1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					

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3/25/18 5.1	2	<u>The Gardener</u> <u>National Geographic Seed to Plant</u>	Molecules to Organisms 1.LS1	Character, Setting, Plot, Story Structure See R.S. 5.1 Tippy-Toe Chick, Go! for Reading Skills, Phonics, Grammar, Spelling	Diphthong ow/ou/ and syllables C +le	Commands	R2BR Writing Prompts
	Read About It	1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. 1.RI.CS.5 Know and use various text features to locate key facts or information in a text. 1.RI.IKI.8 Identify the reasons an author provides to support points in a text. 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.					
	Foundational	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e) Decode two-syllable words following basic patterns by breaking the words into syllables. g) Recognize and read grade-appropriate irregularly spelled words. 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. d) Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. c) Use personal, possessive, and indefinite pronouns. h) Use frequently occurring propositions such as during, beyond, and toward. 1.FL.VA.7a Determine or clarify the meaning of unknown and multi-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. ii) Use frequently occurring affixes as a clue to the meaning of a word. 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. ii) Define words by category and by one or more key attributes.					
	Speak About It	1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
	Write About It	1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					

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Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus

4/1/18	3	The Big Buck Adventure S.W. Week 24-Goods and Services S.W. Week 25-Jobs People Do S.W. Week 27-Money and Trade R.S. A Big Fish for Max	Economics	Sequence, Summarize	Diphthong ou /ou/ & syllables VCV	Exclamations	R2BR Writing Prompts S.W. Literacy Prompts
				See R.S. 5.2 Mole and the Baby Bird for Reading Skills, Phonics, Grammar, Spelling			
	Read About It	1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.					
	Foundational	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. g) Read grade-level decodable text with purpose and understanding. 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f) Use frequently occurring conjunctions I) Use commas in dates and to separate single words in a series. 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. iii) Identify frequently occurring root words and their inflectional forms. 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.					
	Speak About It	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.					
	Write About It	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.					

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4/8	4	<u>A New Coat for Anna</u> <u>S.W. Week 28—Spend or Save</u>	Economics	Compare and Contrast, Monitor and Fix Up <div style="border: 1px solid black; padding: 5px; text-align: center;">See R.S. 5.3 Dot and Jabber for Reading Skills, Phonics, Grammar, Spelling</div>	Vowels in book & Inflected Endings	How Sentences Begin and End	R2BR Writing Prompts S.W. Literacy Prompts
	Read About It	1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. 1.RL.CS.6 Identify who is telling the story at various points in a text. 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.					
	Foundational	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. g) Read grade-level decodable text with purpose and understanding. 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f) Use frequently occurring conjunctions. i) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. l) Use commas in dates and to separate single words in a series. 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. iii) Identify frequently occurring root words and their inflectional forms. 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.					
	Speak About It	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.					
	Write About It	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.					

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4/15 4/19- Good Friday Holiday	5	<u>R.S. Who Works Here</u>	SCIENCE	Review	Review	Review	R2BR Writing Prompts
	Read About It	1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.					
	Foundational	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. g) Read grade-level decodable text with purpose and understanding. 1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. f) Use frequently occurring conjunctions. i) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. l) Use commas in dates and to separate single words in a series. 1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. iii) Identify frequently occurring root words and their inflectional forms. 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.					
	Speak About It	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.					
	Write About It	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. 1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.					
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Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus

Date	Week	Main Selection(s)	Soc/Sci Topic	Main Idea	Diphthongs of oy & Suffixes er, -or	Pronouns	S.W. Literacy Prompts
4/22/18	6	Tennessee Symbols Others-- S.W. Week 12-TN Indians S.W. Week 20-Tennessee Heroes S.W. Week 26-More Tennessee Heroes	Gov & Civics 1.15, 1.21	Main Idea Summarize	Diphthongs of oy & Suffixes er, -or	Pronouns	S.W. Literacy Prompts
				See R.S. 5.4 Simple Machines for Reading Skills, Phonics, Grammar, Spelling			
	Read About It	1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.CS 5- Know and use various text features to locate key facts or information in a text.					
	Foundational	1.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) 1.FL.PWR.3- Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected text. Know the sound-spelling correspondence for common consonant digraphs. Decode regularly spelled one-syllable words. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. Read grade-level decodable text with purpose and understanding. 1.FL.F.5- Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.					
	Speak About It	1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.PKI.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					
	Write About It	1.W.TTP.2 With prompting and support, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.RW.10- With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.					

Quarter 4—2018-2019							
Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus

4/29/18	7	<u>S.W. Week 3—Three Grand Divisions</u>	Geography 1.11, 1.14	Draw Conclusions, Text Features	Vowels aw, au, and Short e: ea	Using I and Me	S.W. Literacy Prompts	
		<p>See R.S.5.5 Alexander Graham Bell for Reading Skills, Phonics, Grammar, Spelling</p>						
	Read About It	<p>1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.CS 5-Know and use various text features to locate key facts or information in a text.</p>						
	Foundational	<p>1.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) 1.FL.PWR.3- Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected text. Know the sound-spelling correspondence for common consonant digraphs. Decode regularly spelled one-syllable words. Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. Read grade-level decodable text with purpose and understanding. 1.FL.F.5-Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>						
	Speak About It	<p>1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1.SL.PKI.5-Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. 1.SL.PKI.6-With prompting and support, speak in complete sentences when appropriate to task and situation.</p>						
	Write About It	<p>1.W.TTP.2 With prompting and support, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.RW.10- With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p>						

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Date	Week	Main Selection(s)	Soc/Sci Topic	Reading Skill/Strategy	Phonics	Grammar	Writing Focus
5/6/18 5.6	8	TN Economics W. 27 & 28 Spend or Save R. S. Ben Franklin	Economics 1.07,	Theme, Ask Questions	Prefixes un-, re-& long vowels i, o See R.S. 5.6 Ben Franklin for Reading Skills, Phonics, Grammar, Spelling	More Pronouns	
	Read About It	1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.CS 5- Know and use various text features to locate key facts or information in a text.					
	Foundational	1.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) 1.FL.PWR.3- Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected text. Know the sound-spelling correspondence for common consonant digraphs. Decode regularly spelled one-syllable words. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. Read grade-level decodable text with purpose and understanding. 1.FL.F.5- Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.					
	Speak About It	1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1.SL.PKI.5-Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. 1.SL.PKI.6-With prompting and support, speak in complete sentences when appropriate to task and situation.					
	Write About It	1.W.TTP.2 With prompting and support, write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 1.W.RW.10- With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.					

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5/13/18	9	Independence Day Celebrate America S.W. 17 Memorial Day (1 day)	History 1.26				Informational Writing on Independence Day and Memorial Day
	Read About It	<p>1.RI.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RI.CS 5-Know and use various text features to locate key facts or information in a text.</p>					
	Foundational	<p>1.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)</p> <p>1.FL.PWR.3- Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected text. Know the sound-spelling correspondence for common consonant digraphs. Decode regularly spelled one-syllable words. Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p>Read grade-level decodable text with purpose and understanding.</p> <p>1.FL.F.5-Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>					
	Speak About It	<p>1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.SL.PKI.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.SL.PKI.5-Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.</p> <p>1.SL.PKI.6-With prompting and support, speak in complete sentences when appropriate to task and situation.</p>					
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5/20/18	10	S. W: Week 18 American Monuments	History	Informational	Review	Review	Informational Writing

	<p>Read About It</p> <p>1.RI.KID.1 Ask and answer questions about key details in a text. 1.RI.CS 5-Know and use various text features to locate key facts or information in a text.</p>
Foundational	<p>1.FL.PA.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) 1.FL.PWR.3- Know and apply grade-level phonics and word analysis skills in decoding isolated words and in connected text. Know the sound-spelling correspondence for common consonant digraphs. Decode regularly spelled one-syllable words. Know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. Read grade-level decodable text with purpose and understanding. 1.FL.F.5-Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>
Speak About It	<p>1.SL.CC.1- Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. 1.SL.CC.2- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 1.SL.PKI.4- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 1.SL.PKI.5-Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. 1.SL.PKI.6-With prompting and support, speak in complete sentences when appropriate to task and situation.</p>
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