

**LITCHFIELD PUBLIC SCHOOLS**  
**Core Curriculum Scope and Sequence**  
**Language Arts/Grade One**

**Essential Questions: How do we understand what we read?**  
**How does literature enrich our lives?**  
**How do we write, speak and present effectively?**  
**How do we use the English language appropriately to speak and write?**

	<b>CT Frameworks/ Standards</b>	<b>Content and Skill Objectives</b> Students will be able to:	<b>Assessments</b>	<b>Resources</b>
<b>UNIT ONE:</b>  <b>Launching Reader's and Writer's Workshop</b>  <b>(5 weeks)</b>	<p style="text-align: center;"><b>Content Standard 1: Reading and Responding</b></p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning. <i>CMT A4, A5</i></p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. <i>CMT A5</i></p>	<p style="text-align: center;"><b>READING</b></p> <p><b>We're Ready To Read:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate reading behaviors (book handling, turn and talk, silent reading, and engagement in independent reading and read aloud).</li> <li>• Reflect orally on reading behavior when prompted.</li> <li>• Preview text (picture walk) using relevant vocabulary to comment on key events.</li> <li>• Make predictions about text by looking at title, cover and author.</li> <li>• Revise and confirm predictions about text while reading.</li> <li>• Create mental imagery about text when prompted.</li> <li>• Match oral word to printed word, e.g., one-to-one pointing.</li> </ul>	<p><b>Reading Comprehension Analysis</b></p> <p>Completed at student's independent reading level as measured by a running record</p> <p>P- Emerging or Developing  M- Independent  E- Advanced</p> <p><b>Running Records</b></p> <p>A minimum of 2 are required at student's Instructional or Independent level</p> <p>Easy- 95-100%  Instructional- 90-94%  Hard- 50-89%</p>	<p>Posters:  Reading Behaviors  Making Predictions  Picture Walking</p> <p>Touchstone Texts:  Big Books:  <u><a href="#">I Like To Be Me</a></u>  <u><a href="#">I Like To Be Little To Town</a></u>  <u><a href="#">The Bus Ride</a></u>  <u><a href="#">The Family</a></u>  <u><a href="#">Clean House for Mole and Mouse</a></u></p> <p>Read Aloud:  <u><a href="#">The Mouse and the Motorcycle</a></u></p>

	<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p><b>Content Standard 4: Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task. <i>CMT E&amp;R</i></p> <p>4.3 Students use standard English for composing and revising written text. <i>CMT E&amp;R</i></p>	<p style="text-align: center;"><b>WRITING</b></p> <p><b>Mastering Mechanics:</b></p> <ul style="list-style-type: none"> <li>• Write first and last name, without a model, using correct capitalization.</li> <li>• Use periods to end declarative sentence.</li> <li>• Capitalize letter to begin a sentence, proper name and the word “I”.</li> <li>• Print legibly, e.g., size, spacing, formation, uppercase and lowercase letters.</li> <li>• Write labels and lists.</li> <li>• Explore writing given topic choice and a variety of paper, e.g., blank books, lined and unlined</li> </ul> <p style="text-align: center;"><b>ORAL LANGUAGE</b></p> <p><b>Communicating With Others:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to others, e.g., does not interrupt, faces speaker.</li> <li>• Maintain eye contact when listening or speaking.</li> <li>• Listen for specific information in order to respond to questions.</li> <li>• Retell simple text using organizational pattern of BME.</li> <li>• Ask and answer questions about text.*</li> <li>• Give, restate and follow simple two-step directions.</li> </ul> <ul style="list-style-type: none"> <li>• Engage in “turn and talk” and partner talk activities.</li> </ul>	<p><b>Writing Prompts</b> Initial Baseline and end-of-trimester Scored holistically using the CMT rubric (6, 5, 4, 3, 2, 1) P – Holistic Score of 2 or below M – Holistic Score of 3 E – Holistic Score of 4 or above</p> <p><b>Dictation Analysis-Raw Data</b> Initial Baseline and end-of-trimester Scored number of correct phonemes out of 37</p>	<p>White Boards and Markers</p> <p>D’Nealian Handwriting Poster</p> <p>Letter Formation Desk Strips</p> <p>Chart Outlining Criteria for Retelling</p>
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		<p style="text-align: center;"><b>WORD STUDY/SPELLING</b></p> <p><b>Word Power:</b></p> <ul style="list-style-type: none"> <li>• Distinguish words from sentences.</li> <li>• Segment one-syllable words into phonemes.</li> <li>• Identify the number of syllables in a spoken word.</li> <li>• Identify initial, medial and final sounds in words.</li> <li>• Match sounds to letters to read and write words (stretch sounds in words).*</li> <li>• Delete, add and substitute letter sounds in initial position to make different words (cat, bat).</li> <li>• Classify categories of words (fruits, vegetables).</li> </ul>	<p><b>Spelling Assessments</b>  Rebecca Sitton words 1-25  Raw Data  P – 80% or below  M – 81% - 95%  E – 96% or above</p>	<p>Teacher-created high frequency word books</p> <p>Magnetic letters</p> <p>Power Point  Priority Word  Presentation</p> <p>Rebecca Sitton priority words 1-75</p> <p>CAST-A-SPELL</p>
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<p><b>UNIT TWO:</b></p> <p><b>Applying Reading and Writing Strategies</b></p> <p><b>(7 weeks)</b></p>	<p><b>Content Standard 1: Reading and Responding</b></p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning. <i>CMT A2</i></p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text. <i>CMT A5</i></p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b>READING</b></p> <p><b>Building Meaning From Words:</b></p> <ul style="list-style-type: none"> <li>• Decode text using self-monitoring strategies <ul style="list-style-type: none"> <li>-Get mouth ready for initial sound</li> <li>-Check pictures</li> <li>-Use skip-a-word</li> <li>-Reread when simple sentences fail to make sense.</li> </ul> </li> <li>• Use cueing system to determine meaning of unknown words, e.g., meaning (makes sense?), structure (sounds right?), visual (looks right?).</li> <li>• Use context clues and pictures to aid in the decoding of new words when letters are not sufficient.</li> <li>• Read aloud with a natural talking voice, attending to punctuation (pause at comma, stop at period, use inflection with question marks, use excitement with exclamation point).</li> <li>• Read aloud, while comprehending, unpracticed text with fluency at 40-60+ words correct per minute.</li> </ul> <p><b>Exploring Stories:</b></p> <ul style="list-style-type: none"> <li>• Identify story elements, e.g., characters, setting (where and when), plot (initiating event, story sequence, points of change), ending.</li> <li>• Retell using story grammar, relevant vocabulary and detail.</li> <li>• Identify favorite part of a story and support with relevant reasons.</li> <li>• Explain the appeal of a text.</li> </ul>	<p><b>Fluency, Decoding and Comprehension – DRA II</b></p> <p>P – DRA II Level 7 or below M – DRA II Level 8-10 E – DRA II Level 12 or above</p> <p><b>Running Records</b></p> <p>A minimum of 2 are required at student’s Instructional or Independent level Easy- 95-100% Instructional- 90-94% Hard- 50-89%</p>	<p>Poster Outlining Criteria for Decoding</p> <p>Reading Strategies Prompts ( on wall )</p> <p>Reading Strategies Bookmarks</p> <p>Touchstone Text: <u>The Little Red Hen</u> <u>The Big Block of Chocolate</u> <u>Caps For Sale</u> <u>More Spaghetti, I Say</u> <u>My Friends</u></p> <p>Poster Outlining Criteria for Fluent Reading</p> <p>Story Map Chart</p> <p>Retelling Rubric</p> <p>Retelling Bookmarks</p>
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	<p><b>Content Standard 2: Exploring and Responding to Literature</b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p><b>Content Standard 3: Communicating with Others</b> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p><b>WRITING</b></p> <p><b>Expressing Ideas:</b></p> <ul style="list-style-type: none"> <li>• Write about a topic, e.g., favorite place, friends, family, pets</li> <li>• Use adjectives (incorporate descriptive words).</li> <li>• Write personal narratives that consist of three or more related sentences.</li> <li>• Follow the Writing Process.* <ul style="list-style-type: none"> <li>• Plan: generate ideas, e.g., brainstorm, sketch, web.</li> <li>• Draft: complete a draft with three or more related sentences, using ideas generated in the planning stage.</li> <li>• Revise: revise a completed draft by adding, deleting and/or rearranging words.</li> <li>• Edit: edit drafts for errors in beginning capitalization and ending punctuation.</li> <li>• Publish/Present: publish and present completed drafts, e.g., Author’s Chair, reading aloud to others.</li> <li>• Reflect: state the way in which changes to the writing made it better, e.g., maintain an interactive portfolio.</li> </ul> </li> <li>• Write for 45 minutes in a workshop setting.*</li> </ul>	<p><b>Writing Prompts</b> Initial Baseline and end-of-trimester Scored holistically using the CMT rubric (6, 5, 4, 3, 2, 1) P – Holistic Score of 2 or below M – Holistic Score of 3 E – Holistic Score of 4 or above</p> <p><b>Dictation Analysis-Raw Data</b> Initial Baseline and end-of-trimester Scored number of correct phonemes out of 37</p>	<p>Chart Outlining Steps in the Writing Process</p> <p>Poster: “Revising My Work”</p> <p>Poster: “Editing My Work”</p> <p><u>Strategies at Work</u> Harvey &amp; Goudvis</p> <p>Graphic Organizer: BME</p> <p>Teacher-created models of personal narratives</p>
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	<p><b>Content Standard 4: Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task. <i>CMT WP, E&amp;R</i></p> <p>4.3 Students use standard English for composing and revising written text. <i>CMT WP, E&amp;R</i></p>	<p><b>ORAL LANGUAGE</b></p> <p><b>Expressing Ideas:</b></p> <ul style="list-style-type: none"> <li>• Express ideas orally in logical sequence.</li> <li>• Use elements of diction, inflection, volume and pace.</li> <li>• Tell personal narrative using organizational pattern of beginning, middle and end.</li> <li>• Answer who, what, when, where and how questions.*</li> <li>• Ask questions for clarification and understanding.</li> </ul> <p><b>WORD STUDY/SPELLING</b></p> <p><b>Word Power:</b></p> <ul style="list-style-type: none"> <li>• Decode words with common inflectional endings.</li> <li>• Match sounds to letters to read and write words (stretch sounds in words).*</li> <li>• Use spelling approximations that include beginning, middle and ending sounds when writing words.</li> <li>• Apply spelling strategies to correctly spell high-frequency words in everyday work.</li> <li>• Spell 1-25 Rebecca Sitton high-frequency words.</li> </ul>	<p><b>Spelling Assessments</b> Rebecca Sitton words 1-25 Raw Data P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Teacher-created high frequency word books</p> <p>Magnetic letters</p> <p>Power Point Priority Word Presentation</p> <p>Rebecca Sitton priority words 1-75</p> <p>CAST-A-SPELL</p> <p>Hands-on letter/sound matching games</p>
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<p><b>UNIT THREE:</b></p> <p><b>Exploring Author's Craft - Narrative</b></p> <p><b>(5 weeks)</b></p>	<p><b>Content Standard 1: Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning. <i>CMT A2</i></p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p><b>Content Standard 2: Exploring and Responding to Literature</b> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p>	<p><b>READING</b></p> <p><b>Building Proficiency in Reading:</b></p> <ul style="list-style-type: none"> <li>• Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute.</li> <li>• Heed punctuation and read longer phrases with appropriate expression and pacing.</li> <li>• Identify importance as it relates to points of change within a fictional text, character's goal and author's theme.</li> <li>• Identify the words an author or orator uses to create an image in the reader's mind.</li> <li>• Read and follow simple directions.</li> </ul> <p><b>Developing Narrative Text:</b></p> <ul style="list-style-type: none"> <li>• Understand that narrative text conveys a story.</li> <li>• Identify story elements, e.g., problem, solution and point of view.</li> <li>• Retell, in sequence, using key language and dialog from the text.</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Use question marks and exclamation points.</li> <li>• Use nouns, verbs and adjectives.</li> <li>• Use action verbs.</li> <li>• Use content specific vocabulary in writing.</li> </ul>	<p><b>Reading Comprehension Analysis</b> Completed at student's independent reading level as measured by a running record</p> <p>P- Intervention or Instructional M- Independent E- Advanced</p> <p><b>Running Records</b> A minimum of 2 are required at student's Instructional or Independent level Easy- 95-100% Instructional- 90-94% Hard- 50-89%</p>	<p>"Identifying Importance" chart</p> <p>Touchstone Text: <u>Ira Sleeps Over</u> <u>The Big Orange Splot</u> <u>Geraldine's Big Snow</u> <u>The Relatives Came</u></p> <p>Read Alouds: <u>Mr. Poppers Penguins</u></p> <p>Narrative Story Map Chart</p> <p>Bookmarks for story elements</p>
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	<p>2.1 Students recognize how literary devices and conventions engage the reader. <i>CMT DI</i></p> <p><b>Content Standard 3: Communicating with Others</b></p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes. <i>CMT WP</i></p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task. <i>CMT WP</i></p> <p><b>Content Standard 4: Applying English Language Conventions</b></p> <p>Students apply the conventions of standard English in oral, written and visual communication.</p>	<ul style="list-style-type: none"> <li>• Write fictional narratives that consist of a beginning, middle and end.</li> <li>• Follow the Writing Process * <ul style="list-style-type: none"> <li>• Plan: generate ideas, e.g., brainstorm, sketch, web.</li> <li>• Draft: complete a narrative draft with three or more related sentences, using ideas generated in the planning stage.</li> <li>• Revise: revise a completed draft by adding, deleting and/or rearranging words.</li> <li>• Edit: edit drafts for errors in beginning capitalization, ending punctuation and the spelling of priority words. Use Word Wall and environmental print.</li> <li>• Publish/Present: publish and present completed drafts, e.g., Author’s Chair, reading aloud to others.</li> <li>• Reflect: state the way in which changes to the writing made it better, e.g., maintain an interactive portfolio.</li> </ul> </li> <li>• Write a different ending to a story.</li> <li>• Increase independence and stamina in writing.*</li> <li>• Write for 45 minutes in a workshop setting.</li> </ul>		<p>Chart with brainstormed and categorized descriptive words</p>
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	<p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task. <i>CMT WP, E&amp;R</i></p> <p>4.3 Students use standard English for composing and revising written text. <i>CMT WP, E&amp;R</i></p>	<p style="text-align: center;"><b>ORAL LANGUAGE</b></p> <p><b>Using Rich Language:</b></p> <ul style="list-style-type: none"> <li>• Use descriptive words when speaking about familiar people, places, things and events.</li> <li>• Use visualization and the 5 senses to generate descriptive words.</li> <li>• Stay on topic.</li> <li>• Use English language syntax for simple sentences (may inappropriately use plural and past tense).</li> <li>• Ask and answer questions about text.*</li> </ul> <p style="text-align: center;"><b>WORD STUDY/SPELLING</b></p> <p><b>Applying Conventions:</b></p> <ul style="list-style-type: none"> <li>• Blend up to four orally presented phonemes into a correct CVC word.</li> <li>• Decode words with common letter patterns, e.g. -ake, -ick.</li> <li>• Decode orthographically regular one-syllable words, e.g., sit, take, need and nonsense words, e.g., vit, dake, jeed.</li> <li>• Know sounds for common letter blends e.g., tr, fl, cr.</li> <li>• Know sounds for digraphs th, wh, ch, sh, ph.</li> <li>• Use simple singular and plural nouns, e.g., house/houses, girl/girls.</li> </ul>	<p style="text-align: center;"><b>Spelling Assessments</b> Rebecca Sitton words 1-50 Raw Data P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Poster outlining criteria for retelling</p> <p>Teacher-created high frequency word books</p> <p>Magnetic letters</p> <p>Power Point Priority Word Presentation</p> <p>Rebecca Sitton priority words 1-75</p> <p>CAST-A-SPELL</p>
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<p><b>UNIT FOUR:</b></p> <p><b>Deriving Meaning Through Written Text and Oral Language</b></p> <p><b>(7 weeks)</b></p>	<p><b>Content Standard 1: Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning. <i>CMT C1, C2</i></p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation. <i>CMT A1, A2, A3, C1, C2, B3</i></p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts. <i>CMT C1, C2</i></p>	<p><b>READING</b></p> <p><b>Connecting to What We Read:</b></p> <ul style="list-style-type: none"> <li>• Make connections to texts based on prior knowledge of the topics.</li> <li>• Make connections, including text-to-text and text-to-self connections.</li> <li>• Identify the criteria for accountable partner talk.</li> <li>• Answer “who,” “what,” “when,” “where,” “why” and “how” questions about fictional text.</li> <li>• Select “just right” books to independently read based on known criteria, e.g., five-finger rule, favorite author, etc.</li> <li>• Choose a variety of genres to read.</li> </ul> <p><b>Interpreting What We Read:</b></p> <ul style="list-style-type: none"> <li>• Explain how to make inferences from information provided by the author.</li> <li>• Make inferences to construct meaning.</li> <li>• Support inferences with examples from the text.</li> <li>• Identify the primary message of a text.</li> <li>• Support oral and written opinions and responses with evidence from text.</li> </ul>	<p><b>Fluency, Decoding and Comprehension – DRA II</b> P – DRA II Level 12 or below M – DRA II Level 14-16 E – DRA II Level 18 or above</p> <p><b>Running Records</b> A minimum of 2 are required at student’s Instructional or Independent level Easy- 95-100% Instructional- 90-94% Hard- 50-89%</p>	<p>Poster: Making Connections To Text”</p> <p>Chart outlining criteria for “SMART” conversation</p> <p>Touchstone Text: <u><a href="#">The Fine Fine School</a></u> <u><a href="#">Elly Goes Skating</a></u> <u><a href="#">Little Penguin’s Tale</a></u> <u><a href="#">Hazel’s Amazing Mother</a></u></p> <p>Read Aloud: <u><a href="#">Ralph S. Mouse</a></u></p>
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	<p><b>Content Standard 2: Exploring and Responding to Literature</b></p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature. <i>CMT B3, C1, C2</i></p> <p><b>Content Standard 3: Communicating with Others</b></p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes. <i>CMT WP</i></p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p><b>WRITING</b></p> <p><b>Prompt Study:</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of a well-written prompt.</li> <li>• Use a graphic organizer to plan a prompt, e.g., BME.</li> <li>• Include “who, what where and when” in the opening of a prompt.</li> <li>• Incorporate information “in the box” in the beginning of a prompt.</li> <li>• Use a 6 point rubric to reflect upon written work.</li> <li>• Increase independence and stamina in writing.*</li> </ul> <p><b>ORAL LANGUAGE</b></p> <p><b>Interpreting What We Read:</b></p> <ul style="list-style-type: none"> <li>• Engage in accountable talk to create joint interpretations of text.</li> <li>• Answer “why” questions.</li> <li>• Use content specific vocabulary in speaking.</li> <li>• Ask and answer questions about text.*</li> </ul>	<p><b>Writing Prompts</b></p> <p>End-of-trimester Scored holistically using the CMT rubric (6, 5, 4, 3, 2, 1) P – Holistic Score of 2 or below M – Holistic Score of 3 E – Holistic Score of 4 or above</p> <p><b>Dictation Analysis-Raw Data</b></p> <p>Initial Baseline and end-of-trimester Scored number of correct phonemes out of 37</p>	<p>Poster highlighting criteria for writing parts of a prompt BME</p> <p>6 Point CMT Writing Rubric</p> <p>Anchor sets/ Exemplar prompts</p> <p>Chart: “Scoring Writing Prompts”</p>
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	<p align="center"><b>Content Standard 4: Applying English Language Conventions</b></p> <p>Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task. <i>CMT WP, E&amp;R</i></p> <p>4.3 Students use standard English for composing and revising written text. <i>CMT WP, E&amp;R</i></p>	<p align="center"><b>WORD STUDY/SPELLING</b></p> <p><b>Applying Conventions:</b></p> <ul style="list-style-type: none"> <li>• Identify common antonyms and synonyms.</li> <li>• Decode compound words, contractions.</li> <li>• Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words: <ul style="list-style-type: none"> <li>-onset and rime, e.g., bat, cat, fat; man, fan, can</li> <li>-short vowel patterns, e.g., hat, pet, sip, mop, cut</li> <li>-blends, e.g., st, tr, dr, br</li> <li>-digraphs, e.g., sh, th, ch</li> <li>-endings, e.g., ing, ed, s, tion</li> </ul> </li> <li>• Apply spelling strategies to correctly spell high-frequency words in everyday work.*</li> <li>• Spell 1-50 Rebecca Sitton high-frequency words.</li> </ul>	<p><b>Spelling Assessments</b></p> <p>Rebecca Sitton words 1-50</p> <p>Raw Data</p> <p>P – 80% or below</p> <p>M – 81% - 95%</p> <p>E – 96% or above</p>	<p>Teacher-created high frequency word books</p> <p>Magnetic letters</p> <p>Power Point Priority Word Presentation</p> <p>Rebecca Sitton priority words 1-75</p> <p>CAST-A-SPELL</p>
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<p><b>UNIT FIVE:</b></p> <p><b>Reading and Writing for a Purpose</b></p> <p><b>(6 weeks)</b></p>	<p><b>Content Standard 1: Reading and Responding</b></p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning. <i>CMT A1, A2, D2</i></p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation. <i>CMT A1, A2, B1, D2</i></p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts. <i>CMT D2</i></p>	<p><b>READING</b></p> <p><b>Understanding Informational Text:</b></p> <ul style="list-style-type: none"> <li>• Discuss how to read for different purposes.</li> <li>• Identify whether text is fiction or nonfiction.</li> <li>• Read a variety of text including “How To” and “All About” nonfiction books.</li> <li>• Identify characteristics and text structure of a variety of nonfiction texts.</li> <li>• Describe the purpose of the table of contents, headings, bold print, charts &amp; graphs, photos/illustrations, captions, labels, glossary and index.</li> <li>• Use text features, such as a map or graph, to find information.</li> <li>• Read nonfiction text to gain specific information, e.g., main idea and details.</li> </ul> <ul style="list-style-type: none"> <li>• Answer “who,” “what,” “when,” “where,” “why” and “how” questions about nonfiction text.</li> <li>• Identify the topic of and two facts about nonfiction text.</li> <li>• Develop and ask one question that would provide more information about a topic after reading a nonfiction text.</li> </ul>	<p><b>Reading Comprehension Analysis</b></p> <p>Completed at student’s independent reading level as measured by a running record</p> <p>P- Intervention or Instructional M- Independent E- Advanced</p>	<p>Venn Diagram describing characteristics of fiction/nonfiction text</p> <p>Poster for writing steps in a “How To...” and “All About” book</p> <p>Touchstone Text: <u>What Makes Light Out In Space</u> <u>Amazing Water</u> <u>Earth and Moon</u> <u>Life in the Sea</u> <u>As Big as a Whale</u> <u>An Apple a Day</u> <u>Seeds Get Around</u> <u>You Are What You Eat</u></p>
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	<p style="text-align: center;"><b>Content Standard 2: Exploring and Responding to Literature</b></p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p style="text-align: center;"><b>Content Standard 3: Communicating with Others</b></p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	<p style="text-align: center;"><b>WRITING</b></p> <p><b>Writing For A Purpose:</b></p> <ul style="list-style-type: none"> <li>• Write personal correspondence, e.g., e-mail and thank you note.</li> <li>• Write to explain a process or operation, e.g., how to make sandwich, Math Journal.</li> <li>• Write reasons for liking something, e.g., school, book, best friend, pet.</li> <li>• Follow the Writing Process * <ul style="list-style-type: none"> <li>• Plan: generate ideas, e.g., brainstorm. Use a graphic organizer to plan a piece.</li> <li>• Draft: complete a nonfiction “How To” and “All About” draft with three or more related sentences, using ideas generated in the planning stage.</li> <li>• Revise: revise a completed draft by adding, deleting and/or rearranging words.</li> <li>• Edit: edit drafts for errors in beginning capitalization, ending punctuation and spelling. Use “Words I Know” booklet, word wall dictionary and environmental print.</li> <li>• Publish/Present: publish and present completed drafts, e.g., Author’s Chair, reading aloud to others.</li> </ul> </li> </ul>		<p>Teacher modeled Exemplars</p> <p>“Words I Know” dictionary</p> <p>Word Wall</p> <p>Thesaurus and My First Dictionary</p> <p>Student self-assessment sheet</p>
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	<p><b>Content Standard 4: Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task. <i>CMT WP, E&amp;R</i></p> <p>4.3 Students use standard English for composing and revising written text. <i>CMT WP, E&amp;R</i></p>	<ul style="list-style-type: none"> <li>• Reflect: state the way in which changes to the writing made it better, e.g., maintain an interactive portfolio.</li> </ul> <p><b>ORAL LANGUAGE</b></p> <p><b>Understanding Informational Text:</b></p> <ul style="list-style-type: none"> <li>• Read aloud familiar informational/expository text in a manner that sounds like natural speech.</li> <li>• Explain content-specific vocabulary.</li> <li>• Listen to acquire information from a variety of sources.</li> <li>• Ask and answer questions about text.*</li> </ul> <p><b>WORD STUDY/SPELLING</b></p> <p><b>Word Power:</b></p> <ul style="list-style-type: none"> <li>• Know sounds for common letter patterns, e.g., sh, th, ch, oo, ee, igh, ing, ed.</li> <li>• Apply spelling strategies to correctly spell high-frequency words in everyday work.*</li> </ul>	<p><b>Spelling Assessments</b> Rebecca Sitton words 1-75 Raw Data P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Teacher-created high frequency word books</p> <p>Magnetic letters</p> <p>Power Point Priority Word Presentation</p> <p>Rebecca Sitton priority words 1-75</p> <p>CAST-A-SPELL</p>
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<p><b>UNIT SIX:</b></p> <p><b>Exploring Perspectives Through Meaningful Discussions and Realistic Fiction</b></p> <p><b>(4 weeks)</b></p>	<p><b>Content Standard 1: Reading and Responding</b></p> <p>Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning. <i>CMT A3, D1, D2</i></p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation. <i>CMT D1, D2</i></p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b>READING</b></p> <p><b>Interpreting What We Read:</b></p> <ul style="list-style-type: none"> <li>• Identify the elements of a genre to help understand the characteristics of different text, e.g., fairy tales, fiction, realistic fiction. .</li> <li>• Read a variety of text including realistic fiction and reports.</li> <li>• Tell the purpose for reading a text when the objective is stated.</li> <li>• Listen to, read and discuss a variety of literature representing different perspectives of culture, customs and traditions.</li> <li>• Explore the link between setting (temporal and geographic) and culture.</li> <li>• Interpret text message including theme and author’s purpose.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss elements of a text with a partner or group to reach a joint interpretation of the text.</li> <li>• Read aloud, while comprehending, unpracticed text with fluency at 55-90+ words per minute.</li> <li>• Summarize information with a beginning, middle and end.</li> <li>• Support oral and written responses with evidence from text.*</li> </ul>	<p><b>Running Records</b></p> <p>A minimum of 2 are required at student’s Instructional or Independent level</p> <p>Easy- 95-100%</p> <p>Instructional- 90-94%</p> <p>Hard- 50-89%</p>	<p>Poster: “Author’s Purpose” Characteristics of Genre (one for each type studied)</p> <p>Touchstone Text: <u>This Is My House</u> <u>When I Was Young In The Mountains</u> <u>When I Was Five</u> <u>Uncle James’ Barber Shop</u> <u>Aunt Flossie’s Hat</u> <u>Chicken Sunday</u> <u>Everybody Cooks Rice</u></p> <p>Poster: “SMART” conversations ( accountable talk )</p>
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	<p align="center"><b>Content Standard 2: Exploring and Responding to Literature</b></p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p align="center"><b>Content Standard 3: Communicating with Others</b></p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p>	<p align="center"><b>WRITING</b></p> <p><b>Developing Organizational Strategies:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate voice, e.g., tone, expressive language.</li> <li>• Write a report reflective of your cultural heritage.</li> <li>• Categorize information to present in a logical written format.</li> <li>• Use a reflection sentence at the end of a prompt.</li> <li>• Use a 6 point rubric and peer conferencing to evaluate written work.</li> <li>• Increase independence and stamina in writing.*</li> <li>• Write for 45 minutes in a workshop setting.*</li> </ul> <p align="center"><b>ORAL LANGUAGE</b></p> <p><b>Presenting Our Work:</b></p> <ul style="list-style-type: none"> <li>• Prepare and deliver an oral report with clarity, voice and fluency.</li> <li>• Read aloud familiar literary/narrative text in a manner that sounds like natural speech.</li> <li>• Gather, categorize and present information that reflects your cultural heritage.</li> </ul>		<p>Chart highlighting steps for summarizing text</p> <p>Nonfiction trade books for reference</p> <p>Poster: How to Make An Oral Presentation How to be a Critical Listener</p>
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	<p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes. <i>CMT B1</i></p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>Content Standard 4: Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>	<p><b>WORD STUDY/SPELLING</b></p> <p><b>Word Power:</b></p> <ul style="list-style-type: none"> <li>• Recognize words have more than one meaning.</li> <li>• Spell 1-75 Rebecca Sitton high-frequency words.</li> </ul>	<p><b>Spelling Assessments</b> Rebecca Sitton words 1-75 Raw Data P – 80% or below M – 81% - 95% E – 96% or above</p>	<p>Teacher-created high frequency word books</p> <p>Magnetic letters</p> <p>Power Point Priority Word Presentation</p> <p>Rebecca Sitton priority words 1-75</p> <p>CAST-A-SPELL</p>
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<p><b>UNIT SEVEN:</b></p> <p><b>Exploring Rhyming Text Through Reading and Writing Poetry</b></p> <p><b>(2 weeks)</b></p>	<p><b>Content Standard 1: Reading and Responding</b> Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	<p><b>READING</b></p> <p><b>Understanding Rhyming Text:</b></p> <ul style="list-style-type: none"> <li>• Identify the characteristics of rhyming text. e.g. repetitive phrases of nursery rhymes, meter, rhyming words, verses, stanzas.</li> <li>• Explore a variety of literary devices used by authors in writing poems.</li> <li>• Identify the author’s purpose for writing a poem.</li> <li>• Compare and contrast narrative text and rhyming poetry.</li> <li>• Identify the main idea/theme of a poem.</li> </ul> <p><b>ORAL LANGUAGE</b></p> <p><b>Appreciating Poetry:</b></p> <ul style="list-style-type: none"> <li>• Read aloud familiar rhyming text in a manner that sounds like natural speech.</li> <li>• Listen to a variety of poems for enjoyment.</li> <li>• Identify genre-specific vocabulary.</li> </ul> <p><b>WRITING</b></p> <p><b>Applying Conventions:</b></p> <ul style="list-style-type: none"> <li>• Use long and short vowel patterns to write rhyming words.</li> <li>• Create a rhyming poem of two or more lines.</li> </ul>	<p><b>Fluency, Decoding and Comprehension – DRA II</b> P – DRA II Level 16 or below M – DRA II Level 18-20 E – DRA II Level 23-24 or above</p> <p><b>Writing Prompts</b> End-of-trimester Scored holistically using the CMT rubric (6, 5, 4, 3, 2, 1) P – Holistic Score of 2 or below M – Holistic Score of 3-4 E – Holistic Score of 5 or above</p>	<p>Various trade books of poetry</p> <p>Poster: Characteristics of Poetry</p> <p>Teacher created poems as models</p>
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	<p><b>Content Standard 2: Exploring and Responding to Literature</b></p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p><b>Content Standard 3: Communicating with Others</b></p> <p>Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p>	<p><b>WORD STUDY/SPELLING</b></p> <p><b>Word Power:</b></p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowel sounds in spoken one syllable words, e.g., bit/bite.</li> <li>• Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words: -long vowel silent e in CVCV pattern, e.g., make, like</li> </ul>	<p><b>Dictation Analysis-Raw Data</b></p> <p>Initial Baseline and end-of-trimester</p> <p>Scored number of correct phonemes out of 37</p> <p><b>Spelling Assessments</b></p> <p>Rebecca Sitton words 1-75</p> <p>Raw Data</p> <p>P – 80% or below</p> <p>M – 81% - 95%</p> <p>E – 96% or above</p>	<p>Teacher-created high frequency word books</p> <p>Magnetic letters</p> <p>Power Point Priority Word Presentation</p> <p>Rebecca Sitton priority words 1-75</p> <p>CAST-A-SPELL</p>
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	<p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p><b>Content Standard 4: Applying English Language Conventions</b> Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their language and culture to improve competency in English.</p> <p>4.2 Students speak and write using standard language structures and diction appropriate to audience and task.</p> <p>4.3 Students use standard English for composing and revising written text.</p>			
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