

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration		
Entire Year								
Module 1 Nice to Meet You  <i>(updated 6/11/19)</i>	<p>RL.1.1(A) Ask and answer questions about key details in a text.</p> <p>RL.1.3(A) Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.5(A) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.7(A) Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.1(A) Ask and answer questions about key details in a text.</p> <p>RI.1.3(A) Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RF.1.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>•b. Decode regularly spelled one-syllable words.</li> <li>•c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>•d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>•e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>•f. Read words with inflectional endings.</li> <li>•g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>W.1.3(A) Write narratives in which they recount two or more appropriately sequenced</p>		<p>How can making new friends and learning new things help us?</p> <p>LEARNING MINDSET: Seeking Challenges</p>	<p><b>Week 1</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Consonants m, s, t, b; Short a</li> <li>• <b>High-Frequency Words:</b> go, is, like, see, the, this, to, we</li> <li>• <b>Fluency:</b> Accuracy and Self-Correction</li> <li>• <b>Spelling:</b> Short a</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Story Structure</b></li> <li>• <b>Elements of Poetry</b></li> <li>• <b>Ask and Answer Questions</b></li> <li>• <b>Author's Purpose</b></li> <li>• <b>Speaking and Listening: Collaborative Conversations</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words:</b> enjoy, excited, noisy, favorite, furry, goodness, great, hall, library, nervous, new, try</li> <li>• <b>Generative Vocabulary: Words About Feelings</b></li> <li>• <b>Vocabulary Strategy: Classify and Categorize</b></li> </ul> <p><b>WRITING WORKSHOP</b></p>	<p><b>WEEK 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Consonants n, d, p, c /k/; Short a</li> <li>• <b>High-Frequency Words:</b> a, first, good, had, he, I, my, was</li> <li>• <b>Fluency:</b> Reading Rate</li> <li>• <b>Spelling:</b> Short a</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words:</b> accept, calm, happened, introduce, kinds, last, partner, ridiculous, search, together, trip, wished</li> <li>• <b>Generative Vocabulary: Inflection -ed</b></li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Story Structure</b></li> <li>• <b>Monitor and Clarify</b></li> <li>• <b>Author's Purpose</b></li> <li>• <b>Make Inferences</b></li> <li>• <b>Central Idea</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form: Oral Story</b></li> <li>• <b>Grammar</b></li> </ul>	<p><b>WEEK 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Consonants r, f, s /z/; Short i;</li> <li>• <b>Inflection -s</b></li> <li>• <b>High-Frequency Words:</b> and, find, for, just, many, one, she, then</li> <li>• <b>Fluency:</b> Phrasing</li> <li>• <b>Spelling:</b> Short i</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words:</b> approve, beautiful, changed, chilly, copied, flutter, folds, grumbled, paddled, quivered, swayed, ugly, weird</li> <li>• <b>Generative Vocabulary: Inflection -ed</b></li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Characters</b></li> <li>• <b>Ask and Answer Questions</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <p><b>Writing Form: Oral Story</b> Grammar</p>	<p>Running Records Formal Assessment (formative and summative) Teacher Observations Exit Tickets</p>	<p>The start of a new school year is an exciting time for children. They will meet new people. They will try and learn new things. For some children, though, this time of year can also be challenging. We can discuss that we are all brothers and sisters in Christ. In our baptism, we are part of God's family. In this module, children will read about how the people they meet and the experiences they have can help them. Children will read about the different activities they can do at school. They also will read about what makes a good friend, the many different types of friends they can have, and what makes each person special. We can discuss that God wants us to go and make disciples. We can show others God's love with our words and our actions.</p>

appropriately sequence events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.1.1(A)  
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

L.1.1(A)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative,

- **Writing Form:**  
**Oral Story**
- **Grammar**  
**Minilessons:**  
**Common Nouns:**  
**People and Animals**

- Minilessons:**  
**Common Nouns:**  
**Places and Things**

- **Grammar**  
**Minilessons:**  
**Action Verbs**

	<p>interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.4(A) 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.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>•c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul> <p>L.1.5(A) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>•b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>•c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>•d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>							
<p>Module 2 My Family, My Community</p> <p><i>(updated 6/11/19)</i></p>	<p>RL.1.3(A) Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7(A) Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.3(A) Describe the connection between two individuals</p>		<p><b>How does everyone in my family and community make them special?</b> <b>LEARNING MINDSET: Belonging</b></p>	<p><b>WEEK 1</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Consonants g,</b></li> </ul>	<p><b>WEEK 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p>	<p><b>WEEK 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p>	<p>Running Records Formal Assessment (formative and summative) Teacher Observations Exit Tickets</p>	<p>Young children always seek to discover their place in the world God created for them. It is important that they feel a sense of belonging withing their family, community, but most importantly to</p>

between two individuals, events, ideas, or pieces of information in a text.

**RI.1.5(A)**  
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI.1.8(A)**  
Identify the reasons an author gives to support points in a text.

**RF.1.3(A)**  
Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. 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.
- g. Recognize and read grade-appropriate irregularly spelled words.

**W.1.2(A)**  
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**L.1.1(A)**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal,

- k, Review Short a, i
- **High-Frequency Words:** are, buy, little, said, too, up, will, you
- **Fluency:** Expression
- **Spelling:** Short i

**VOCABULARY**

- **Power Words:** belong, gifted, help, market, mess, neighbors, persists, sell, set, sketch, smeared, toiled
- **Generative Vocabulary: Words About Places and Things**
- **Vocabulary Strategy: Antonyms**

**READING WORKSHOP**

- **Ideas and Support**
- **Text Organization**
- **Retell**
- **Setting**
- **Speaking and Listening: Social Communication**

**WRITING WORKSHOP**

- **Writing Form: Descriptive Essay**
- **Grammar Minilessons: Adjectives: Size and Shape; Articles**

- **Phonics: Consonants l, h; Short o; Review Short a, i, o**
- **High-Frequency Words:** do, live, of, our, wants, what, with, your
- **Fluency: Intonation**
- **Spelling: Short o**

**VOCABULARY**

- **Power Words:** canvas, clinic, community, decorated, dipped, gazed, gloom, heart, map, places, purpose, town
- **Generative Vocabulary: Words About Places and Things**

**READING WORKSHOP**

- **Setting**
- **Summarize**
- **Text Features**
- **Make Connections**
- **Content-Area Words**

**WRITING WORKSHOP**

- **Writing Form: Descriptive Essay**
- **Grammar Minilessons: Adjectives: Color and Number**

- **Phonics: Consonants w, j, y, v; Short u; Review Short i, o, u**
- **High-Frequency Words:** about, eat, how, make, out, put, takes, who
- **Fluency: Accuracy and Self-Correction**
- **Spelling: Short u**

**VOCABULARY**

- **Power Words:** against, churn, close, docked, drive, harbor, heal, pointing, spoon, stock, unload
- **Generative Vocabulary: Words About Actions and Directions**

**READING WORKSHOP**

- **Setting**
- **Ask and Answer Questions**
- **Text Organization**
- **Content-Area Words**

**WRITING WORKSHOP**

- **Writing Form: Descriptive Essay**
- **Grammar Minilessons: Complete Sentences**

God's family. This module describes communities as special places to live and we will also describe how we can use the skills and gifts God gave us to work together to make it a better place for everyone.

possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- f. Use frequently occurring adjectives.

- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

- h. Use determiners (e.g., articles, demonstratives).

- i. Use frequently occurring prepositions (e.g., during, beyond, toward).

- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

#### L.1.2(A)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.

- b. Use end punctuation for sentences.

- c. Use commas in dates and to separate single words in a series.

- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### L.1.4(A)

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.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.

- b. Use frequently occurring affixes as a clue to the meaning of a word.

- c. Identify frequently occurring root words (e.g.,

	<p>look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><b>L.1.5(A)</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>•b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>•c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>•d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>							
<p>Module 3 Amazing Animals</p> <p><i>(updated 6/11/19)</i></p>	<p><b>RL.1.3(A)</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.7(A)</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RI.1.7(A)</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>RF.1.3(A)</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>•b. Decode regularly spelled one-syllable words.</li> <li>•c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>•d. Use knowledge that every syllable must have</li> </ul>		<p>How do animals' bodies help them?</p> <p><b>LEARNING MINDSET:</b> Curiosity</p>	<p><b>WEEK 1</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Consonants qu /kw/, x, z; Short e; Review Short e, i, o, u</li> <li>• <b>High-Frequency Words:</b> day, every, fly, have, look, made, they, write</li> <li>• <b>Fluency:</b> Reading Rate</li> <li>• <b>Spelling:</b> Short e</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words:</b> empty, exclaimed, hunts, propel, sinking, soon,</li> </ul>	<p><b>WEEK 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Double Final Consonants; Consonants ck /k/</b></li> <li>• <b>High-Frequency Words:</b> all, down, four, from, her, now, saw, went</li> <li>• <b>Fluency: Expression</b></li> <li>• <b>Spelling: Double Final Consonants</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words:</b> dull, experts,</li> </ul>	<p><b>WEEK 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Consonant Digraph sh; Review s and sh</b></li> <li>• <b>High-Frequency Words:</b> by, call, could, know, some, there, were, would</li> <li>• <b>Fluency: Phrasing</b></li> <li>• <b>Spelling: Consonant Digraph sh</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words:</b> circling, clenched, herd, limit, mark,</li> </ul>	<p>Running Records Formal Assessment (formative and summative) Teacher's Observation Exit Tickets</p>	<p>In this module, children will discover many details about animals that God created. These texts encourage readers to be curious as they investigate God's unique and amazing designs in animal life. Children will learn about the characteristics God gave each animals that they need to grow and survive. God also gave animals the ability to build for homes and and ways of protection.</p>

**Curriculum Map - English Language Arts - 1 English Language Arts**

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.
- g. Recognize and read grade-appropriate irregularly spelled words.

W.1.2(A)  
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

L.1.1(A)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

spring, stubby, surprise, twigs, warm

- **Generative Vocabulary: Words About Time and Position**
- **Vocabulary Strategy: Synonyms**

enses, once, pupils, sharp, sheds, shingle, shriek, stroll, swivel, thank

- **Generative Vocabulary: Words About Time and Position**

pered, predators, prey, puny, raised, school, scold

- **Generative Vocabulary: Inflection -ing**

**READING WORKSHOP**

- **Text Features**
- **Ask and Answer Questions**
- **Story Structure**
- **Speaking and Listening: Ask and Answer Questions**

**READING WORKSHOP**

- **Text Organization**
- **Create Mental Images**
- **Point of View**
- **Monitor and Clarify**

**READING WORKSHOP**

- **Story Structure**
- **Summarize**
- **Text Organization**
- **Chronological Order**

**LEARNING MINDSET: Curiosity**

**WRITING WORKSHOP**

- **Writing Form: Research Essay**
- **Grammar Minilessons: Sentence Parts**

**WRITING WORKSHOP**

- **Writing Form: Research Essay**
- **Grammar Minilessons: Statements**

**WRITING WORKSHOP**

- **Writing Form: Research Essay**
- **Grammar Minilessons: Singular and Plural Nouns**

Module 4 Better Together	RL.1.1(A) Ask and answer questions about key details in a text.		Why is it important to do my best		Running Records Formal	Playing games and doing fun things with other people is
--------------------------------	--	--	-----------------------------------	--	---------------------------	---

Together

(updated 6/11/19)

RL.1.2(A)  
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.7(A)  
Use illustrations and details in a story to describe its characters, setting, or events.

RI.1.2(A)  
Identify the main topic and retell key details of a text.

RI.1.7(A)  
Use the illustrations and details in a text to describe its key ideas.

RI.1.8(A)  
Identify the reasons an author gives to support points in a text.

RF.1.3(A)  
Know and apply grade-level phonics and word analysis skills in decoding words.  
•a. Know the spelling-sound correspondences for common consonant digraphs.  
•b. Decode regularly spelled one-syllable words.  
•c. Know final -e and common vowel team conventions for representing long vowel sounds.  
•d. 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.  
•g. Recognize and read grade-appropriate irregularly spelled words.

W.1.2(A)  
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

L.1.1(A)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
•a. Print all upper, and

and get along with others?  
**LEARNING MINDSET:**  
**Asking for Help**

**WEEK 1**

**FOUNDATIONAL SKILLS**

- **Phonics:**  
Consonant Digraph ch;  
Review ch and sh
- **High-Frequency Words:** be, here, me, play, started, today, use, very
- **Fluency:**  
Intonation
- **Spelling:**  
Consonant Digraph ch

**VOCABULARY**

- **Power Words:**  
bend, coach, drills, equipment, fan, field, goal, jog, pace, rules, team, twist
- **Generative Vocabulary:**  
Compound Words
- **Vocabulary Strategy:**  
Context Clues

**READING WORKSHOP**

- Ideas and Support
- Central Idea
- Evaluate
- Point of View
- Speaking and Listening: Give and Follow Instructions

**WRITING WORKSHOP**

- **Writing Form:**  
Procedural Text
- **Grammar Minilessons:**  
Prepositions and Prepositional

**WEEK 2**

**FOUNDATIONAL SKILLS**

- **Phonics:**  
Consonant Digraphs th, wh; Trigraph -tch; Inflections -s, -es
- **High-Frequency Words:** jump, right, say, their, walk, way, where, why
- **Fluency:**  
Accuracy and Self-Correction
- **Spelling:**  
Consonant Digraphs th, wh

**VOCABULARY**

- **Power Words:**  
afford, body, champions, excuse, exercise, guy, hero, match, opponent, professional, spreading, well
- **Generative Vocabulary:**  
Compound Words

**READING WORKSHOP**

- Central Idea
- Synthesize
- Text Features
- Retell
- Characters

**WRITING WORKSHOP**

- **Writing Form:**  
Procedural Text
- **Grammar Minilessons:**  
Proper Nouns

**WEEK 3**

**FOUNDATIONAL SKILLS**

- **Phonics:**  
Initial Blends with s;  
Review sh, th, st
- **High-Frequency Words:** after, before, does, don't, grow, into, no, wash
- **Fluency:**  
Reading Rate
- **Spelling:**  
Initial Blends with s

**VOCABULARY**

- **Power Words:**  
dusk, fruits, heap, jeered, penalty, quarrel, seed, short, stumbled, trouble
- **Generative Vocabulary:**  
Suffixes -er, -est

**READING WORKSHOP**

- Point of View
- Make Connections
- Theme
- Central Idea

**WRITING WORKSHOP**

- **Writing Form:**  
Procedural Text
- **Grammar Minilessons:**  
Commands

Assessment (formative and summative)  
Teacher's Observation  
Exit Tickets

a blessing from God! In this module, children will listen to and read stories and informational texts about getting along and being a good sport. We can also add that when we play with others, we have the opportunity to be witnesses of God and His love. We can also talk about how we can take care of the bodies that God gave us by keeping them healthy and strong as we play sports.

<p>-a. Print an upper- and lowercase letters.</p> <ul style="list-style-type: none"> <li>•b. Use common, proper, and possessive nouns.</li> <li>•c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>•d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</li> <li>•e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>•f. Use frequently occurring adjectives.</li> <li>•g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>•h. Use determiners (e.g., articles, demonstratives).</li> <li>•i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>•j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> <p>L.1.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize dates and names of people.</li> <li>•b. Use end punctuation for sentences.</li> <li>•c. Use commas in dates and to separate single words in a series.</li> <li>•d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>•e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> <p>L.1.4(A) 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.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level</li> </ul>				
---	--	--	--	--

## Phrases

	<p>context as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>•b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>•c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul> <p>L.1.6(A) 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 (e.g., because).</p>						
<p>Module 5 Now You See It, Now You Don't</p> <p><i>(updated 6/11/19)</i></p>	<p>RL.1.3(A) Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7(A) Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.2(A) Identify the main topic and retell key details of a text.</p> <p>RI.1.5(A) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.8(A) Identify the reasons an author gives to support points in a text.</p> <p>RF.1.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>•b. Decode regularly spelled one-syllable words.</li> <li>•c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>•d. Use knowledge that every syllable must have a vowel sound to determine the number of</li> </ul>	<p><b>Why do light and dark come and go?</b> <b>LEARNING MINDSET: Problem Solving</b></p>	<p><b>WEEK 1</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Initial Blends with l;</b> Review st, sl, fl, cl</li> <li>• <b>High-Frequency Words: around, came, come, found, other, people, two, worked</b></li> <li>• <b>Fluency: Expression</b></li> <li>• <b>Spelling: Initial Blends with l</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words: blackout, busy, gravity, huddled, idea, normal, revolve, rolls, still, sweep, tilts, universe</b></li> <li>• <b>Generative Vocabulary: Suffixes -er, -est</b></li> <li>• <b>Vocabulary Strategy: Reference Sources</b></li> </ul> <p><b>READING</b></p>	<p><b>WEEK 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Initial Blends with r;</b> Compound Words</li> <li>• <b>High-Frequency Words: again, away, because, cold, fall, full, or, pretty</b></li> <li>• <b>Fluency: Phrasing</b></li> <li>• <b>Spelling: Initial Blends with r</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words: arrives, avoid, bare, blanket, faces, fades, hidden, nears, pattern, seasons, shines, weather</b></li> <li>• <b>Generative Vocabulary: Inflection -s</b></li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Text Features</b></li> <li>• <b>Make and</b></li> </ul>	<p><b>WEEK 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Final Blends;</b> Inflection -ed</li> <li>• <b>High-Frequency Words: any, done, laugh, long, more, pull, teacher, think</b></li> <li>• <b>Fluency: Intonation</b></li> <li>• <b>Spelling: Final Blends</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words: able, creatures, groan, reaching, shivering, starry, swooping, wait, wasted, worth</b></li> <li>• <b>Generative Vocabulary: Suffixes -y, -ful</b></li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Central Idea</b></li> </ul>	<p>Running Records Formal Assessment (Formative and Summative) Teacher Observations Exit Tickets</p>	<p>Children have become very familiar with the routines they follow during times of light and dark or day and night. They may want to know why daytime turns to nighttime. We can further the discussion by talking about ways we can always remember to spend time with God throughout our day. We can make sure we get into the routine of praying during certain times of the day. This module describes how sources of light affect people. It explains the relationship between Earth and the sun. Children learn that the rotation of Earth causes night and day. They also learn how the seasons change as Earth revolves around the sun. We can further the discussion by explaining that God put us in the perfect position in space that allows</p>

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.
- g. Recognize and read grade-appropriate irregularly spelled words.

**W.1.3(A)**  
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**L.1.1(A)**  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**L.1.4(A)**  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

**WORKSHOP**

- Text Features
- Make Inferences
- Story Structure
- Media Literacy: Digital Tools

**WRITING WORKSHOP**

- Writing Form: Imaginative Story
- Grammar Minilessons: Subjects and Verbs

- Confirm Predictions**
- Make Connections
  - Ideas and Support

**WRITING WORKSHOP**

- Writing Form: Imaginative Story
- Grammar Minilessons: Verbs and Time

- ~~Make and~~ Confirm Predictions
- Theme

**WRITING WORKSHOP**

- Writing Form: Imaginative Story
- Grammar Minilessons: The Verb Be

space that allows us the perfect conditions to live and grow.

grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

L.1.6(A)  
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 (e.g., because).

Module 6  
Celebrate America

(updated 6/11/19)

**What do holidays and symbols tell about our country?**

**LEARNING MINDSET:**  
Purpose

**WEEK 1**

**FOUNDATIONAL SKILLS**

- Phonics: Long e, i, o (CV); Possessives with 's
- High-Frequency Words: another, gave, house, over, own, read, water, white
- Fluency: Accuracy and Self-Correction
- Spelling: CV Pattern; Question Words

**VOCABULARY**

- Power Words: brag, emblem, forever, freedom, grouchy, monuments, peace, scene, sights, symbol, true
- Generative Vocabulary: Suffixes -y, -ful
- Vocabulary Strategy: Multiple-Meaning

**WEEK 2**

**FOUNDATIONAL SKILLS**

- Phonics: Long a (VCe); Soft c
- High-Frequency Words: always, began, better, gives, hurt, shall, should, things
- Fluency: Reading Rate
- Spelling: Long a (VCe)

**VOCABULARY**

- Power Words: audience, base, contest, hope, liberty, national, onstage, program, split, stand, towers, vote
- Generative Vocabulary: Suffixes -less, -ful

**WEEK 3**

**FOUNDATIONAL SKILLS**

- Phonics: Long i, o (VCe); Silent Letters (kn, wr)
- High-Frequency Words: carry, draw, eight, even, goes, may, seven, shows
- Fluency: Expression
- Spelling: Long i, o (VCe)

**VOCABULARY**

- Power Words: brittle, celebrate, center, Constitution, famous, government, papers, parade, share, signed, tradition
- Generative Vocabulary: Words About Actions

Running Records Formal Assessment (formative and summative Teacher observations Exit Tickets

Even at their young age, children in your class have almost certainly experienced patriotic holidays, such as the Fourth of July. We can discuss all the days we celebrate as Christians! They can likely identify the American flag and other patriotic symbols. As Christians we can explore Christian symbols we have like the Christian cross and flag.

				<p>Words</p> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Elements of Poetry</li> <li>• Make and Confirm Predictions</li> <li>• Elements of Drama</li> <li>• Media Literacy: Reference Sources</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Form: Personal Narrative</li> <li>• Grammar Minilessons: Questions</li> </ul>	<p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Point of View</li> <li>• Evaluate</li> <li>• Ideas and Support</li> <li>• Make Connections</li> <li>• Text Organization</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Form: Personal Narrative</li> <li>• Grammar Minilessons: Compound Sentences</li> </ul>	<p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Text Features</li> <li>• Create Mental Images</li> <li>• Story Structure</li> <li>• Elements of Poetry</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• Writing Form: Personal Narrative</li> <li>• Grammar Minilessons: Names of Months, Days, Holidays</li> </ul>		
<p>Module 7 The Big Outdoors</p> <p><i>(updated 6/11/19)</i></p>	<p>RL.1.6(A) Identify who is telling the story at various points in a text.</p> <p>RI.1.2(A) Identify the main topic and retell key details of a text.</p> <p>RI.1.3(A) Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6(A) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.8(A) Identify the reasons an author gives to support points in a text.</p> <p>RF.1.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>•b. Decode regularly spelled one-syllable</li> </ul>		<p><b>How do things in nature change?</b> <b>LEARNING MINDSET:</b> <b>Noticing</b></p>	<p><b>Week 1</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Long a (ai, ay); Contractions with 'm, 's, n't, 'll</b></li> <li>• <b>High-Frequency Words: air, different, drink, enough, never, small, through, under</b></li> <li>• <b>Fluency: Accuracy and Self-Correction</b></li> <li>• <b>Spelling: Long a Vowel Teams</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words: affect, coexist, fossils, fragile,</b></li> </ul>	<p><b>Week 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Long e (ea, ee); Short e (ea)</b></li> <li>• <b>High-Frequency Words: below, far, hear, hold, old, only, open, round</b></li> <li>• <b>Fluency: Phrasing</b></li> <li>• <b>Spelling: Long e Patterns</b></li> <li>• <b>VOCABULARY</b></li> <li>• <b>Power Words: decided, dunes, edges, explore, ledges, lugged, noticed, preserve, rest, shrubs. spines.</b></li> </ul>	<p><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics: Long a (ai, ay); Contractions with 'm, 's, n't, 'll</b></li> <li>• <b>High-Frequency Words: air, different, drink, enough, never, small, through, under</b></li> <li>• <b>Fluency: Accuracy and Self-Correction</b></li> <li>• <b>Spelling: Long a Vowel Teams</b></li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• <b>Power Words: affect, coexist, fossils, fragile,</b></li> </ul>	<p>Running Records Assessments (formative and summative) Teacher's Observation Exit Tickets</p>	<p>in this module, children will examine a variety of environments and natural changes in the world. We will discuss the fact that God created this amazing world for us to live in. They also will grow to recognize the importance of recycling and protecting the land. God wants us to take care of this world and the animals that live in it. Children will discover that they can use their observation skills to notice natural changes, such as changes in weather and changes in water as it moves through the water cycle. God gave us these observation</p>

	<p>words.</p> <ul style="list-style-type: none"> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>W.1.3(A) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>			<p>nike, interesting, poisonous, popular, report, rim, tour</p> <ul style="list-style-type: none"> <li>Generative Vocabulary: Suffix -less</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>Central Idea</li> <li>Synthesize</li> <li>Content-Area Words</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>Writing Form: Poem</li> <li>Grammar Minilessons: The Pronouns I and Me</li> </ul>	<p>trace</p> <ul style="list-style-type: none"> <li>Generative Vocabulary: Suffix -less</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>Setting</li> <li>Monitor and Clarify</li> <li>Central Idea</li> <li>Summarize</li> <li>Text Organization</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>Writing Form: Poem</li> <li>Grammar Minilessons: Subject Pronouns</li> </ul>	<p>nike, interesting, poisonous, popular, report, rim, tour</p> <ul style="list-style-type: none"> <li>Generative Vocabulary: Suffix -less</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>Central Idea</li> <li>Synthesize</li> <li>Content-Area Words</li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>Writing Form: Poem</li> <li>Grammar Minilessons: The Pronouns I and Me</li> </ul>	<p>skills and we can use them to glorify Him.</p>
<p>Module 8 Tell Me a Story</p> <p><i>(updated 6/11/19)</i></p>	<p>RL.1.2(A) Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3(A) Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.2(A) Identify the main topic and retell key details of a text.</p> <p>RI.1.5(A) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RF.1.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable</li> </ul>	<p><b>What lessons can we learn from stories?</b></p> <p>LEARNING MINDSET: Resilience</p>	<p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Phonics: Long o (oa, ow); Long o, i (oe, ie)</li> <li>High-Frequency Words: along, answer, children, going, mother, talk, upon, woman</li> <li>Fluency: Reading Rate</li> <li>Spelling: Long o</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Power Words: anxious, bother, follow, gratefully, interrupt, involved, panted, pastime, relaxing, rush, supposed, warn</li> </ul>	<p>Week 2</p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Phonics: Long i (igh, y); Long i, o</li> <li>High-Frequency Words: bring, eyes, family, girl, move, soon, together, warm</li> <li>Fluency: Expression</li> <li>Spelling: Long i Patterns</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Power Words: autumn, boldly, chirped, gnaws,</li> </ul>	<p>Week 3</p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>Phonics: r-Controlled Vowel ar; Two-Syllable Words</li> <li>High-Frequency Words: brown, few, funny, myself, new, once, thank, words</li> <li>Fluency: Phrasing</li> <li>Spelling: r-Controlled Vowel ar</li> </ul> <p><b>VOCABULARY</b></p>	<p>Running Records Assessments (formative and Summative) Teacher Observations Exit Tickets</p>	<p>In this module, children will enjoy classic tales and contemporary stories as they get to know storytellers from long ago and from the present. We will discuss that God gave us His word. We will discuss the fact that it is true, we are in the story, and it is our life manual. Children will deepen their understanding of the lessons stories can teach, such as the importance of resilience in the face of challenges. We can discuss that God wants us to look to Him and His Word when we face challenges in life. Children will discover that characters in</p>

words.

- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. 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.
- g. Recognize and read grade-appropriate irregularly spelled words.

W.1.3(A)  
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

L.1.1(A)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and

- **Generative Vocabulary: Words About Actions and Directions**
- **Vocabulary Strategy: Classify and Categorize**

**READING WORKSHOP**

- **Text Features**
- **Theme**
- **Create Mental Images**
- **Characters**
- **Media Literacy: Digital Texts and Features**

**WRITING WORKSHOP**

- **Writing Form: Personal Narrative**
- **Grammar Minilessons: Possessive Pronouns**

- **labor, nook, scamper, sly, sneaks, squeaks, storyteller, thumps**
- **Generative Vocabulary: Suffix -ly**

**READING WORKSHOP**

- **Theme**
- **Make Connections**
- **Elements of Drama**
- **Make Inferences**
- **Setting**

**WRITING WORKSHOP**

- **Writing Form: Personal Narrative**
- **Grammar Minilessons: Indefinite Pronouns**

- **Power words: beyond, chose, express, grand, lesson, nonsense, pretended, reply, tale, taught, wise**
- **Generative Vocabulary: Suffix -ly**

**READING WORKSHOP**

- **Point of View**
- **Synthesize**
- **Central Idea**
- **Characters**

**WRITING WORKSHOP**

- **Writing Form: Personal Narrative**
- **Grammar Minilessons: Contractions**

stories rarely get things right the first time they try something new. Like real people, characters often overcome challenges by refusing to give up and trying again. We can discuss that God the Holy Spirit is our helper.

	<p>compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.4(A) 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.</p> <ul style="list-style-type: none"> <li>•a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>•b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>•c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul> <p>L.1.5(A) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>•a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>•b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>•c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>•d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>					
<p>Module 9 Grow Plants Grow</p> <p><i>(updated 6/11/19)</i></p>	<p>RL.1.4(A) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.3(A) Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		<p>What do plants need to live and grow?</p> <p><b>LEARNING MINDSET: Setting Goals</b></p>	<p><b>Week 1</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• Phonics:</li> </ul> <p><b>Week 2</b></p> <p><b>FOUNDATIONAL</b></p>	<p>Running Records Assessments (formative and summative) Teacher Observations Exit Tickets</p>	<p>An excellent way for children to learn about growth, development, and change is through the study of plants. Children can read about a variety of plants and watch them “grow” before their eyes. In</p>

**RF.1.3(A)**  
 Know and apply grade-level phonics and word analysis skills in decoding words.  
 •a. Know the spelling-sound correspondences for common consonant digraphs.  
 •b. Decode regularly spelled one-syllable words.  
 •c. Know final -e and common vowel team conventions for representing long vowel sounds.  
 •d. 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.  
 •g. Recognize and read grade-appropriate irregularly spelled words.

**W.1.2(A)**  
 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**L.1.1(A)**  
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
 •a. Print all upper- and lowercase letters.  
 •b. Use common, proper, and possessive nouns.  
 •c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  
 •d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).  
 •e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).  
 •f. Use frequently occurring adjectives.  
 •g. Use frequently occurring conjunctions

**r-Controlled Vowels or, ore; Two-Syllable Words**  
 • **High-Frequency Words:** almost, also, between, ever, food, really, sing, three  
 • **Fluency:** Intonation  
 • **Spelling:** r-Controlled Vowels or, ore

**VOCABULARY**

- **Power Words:** bear, cradle, harvest, ingredients, nutrients, shade, soil, sow, sweet, terrific, wave, whispers
- **Generative Vocabulary: Words About Places and Things**
- **Vocabulary Strategy: Reference Sources**

**READING WORKSHOP**

- **Elements of Poetry**
- **Evaluate**
- **Text Organization**
- **Media Literacy: Nonfiction Forms**

**WRITING WORKSHOP**

- **Writing Form: Descriptive Essay**
- **Grammar Minilessons: Exclamations**

**SKILLS**

- **Phonics: r-Controlled Vowels er, ir, ur; Two-Syllable Words**
- **High-Frequency Words:** boy, door, father, maybe, nearest, says, shouted, until
- **Fluency: Accuracy and Self-Correction**
- **Spelling: r-Controlled Vowels er, ir, ur**

**VOCABULARY**

- **Power Words:** cook, corner, delicate, delicious, discoveries, dreary, expected, gear, pounding, smooth, stretched, sturdy
- **Generative Vocabulary: Prefix un-**

**READING WORKSHOP**

- **Story Structure**
- **Monitor and Clarify**
- **Elements of Poetry**
- **Retell**

**WRITING WORKSHOP**

- **Writing Form: Descriptive Essay**
- **Grammar Minilessons: Kinds of Sentences**

week 3

**FOUNDATIONAL SKILLS**

- **Phonics: Final Blends ng, nk; Inflection -ing; Review Inflections -s, -es**
- **High-Frequency Words:** above, blue, knew, number, push, sure, took, watch
- **Fluency: Reading Rate**
- **Spelling: Final Blends; Inflections -s, -es**

**VOCABULARY**

- **Power Words:** energy, height, indigo, juicy, produces, protect, ripe, scientist, syrup, weigh, wonder
- **Generative Vocabulary: Prefix un-**

**READING WORKSHOP**

- **Text Features**
- **Ask and Answer Questions**
- **Elements of Poetry**
- **Chronological Order**

**WRITING WORKSHOP**

- **Writing Form: Descriptive Essay**
- **Grammar Minilessons: Adjectives: The Senses**

their very eyes. In this module, they will learn about the life cycles and characteristics of plant life as they read informational texts, fiction, and poetry. We can discuss how beautiful and amazing God designed plants. We can also discuss that just like plants need water, sun, and soil to grow, our faith needs God's word, prayer and worship to grow. Children will explore the great variety in the plant world as well as how plants grow and survive from season to season. They will uncover many of the reasons why people grow and protect plants

	<p>(e.g., and, but, or, so, because).</p> <ul style="list-style-type: none"> <li>•h. Use determiners (e.g., articles, demonstratives).</li> <li>•i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>•j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> <p>L.1.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize dates and names of people.</li> <li>•b. Use end punctuation for sentences.</li> <li>•c. Use commas in dates and to separate single words in a series.</li> <li>•d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>•e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> <p>L.1.3(A) (Begins in grade 2)</p> <p>L.1.6(A) 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 (e.g., because).</p>					
<p>Module 10 Dare to Dream</p> <p><i>(updated 6/11/19)</i></p>	<p>RL.1.2(A) Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3(A) Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4(A) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RI.1.2(A) Identify the main topic</p>		<p>How can thinking in new ways help solve problems?</p>	<p><b>Week 1</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Contractions with 've, 're; Suffixes -er, -est</li> <li>• <b>High-Frequency Words:</b> begin, brother, front, picture, room, someone, sometimes, young</li> <li>• <b>Fluency:</b></li> </ul> <p><b>Week 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Vowel Pattern oo (//) Consonant + le</li> <li>• <b>High-Frequency Words:</b> been, heard, hurry, learn, loved, often, study, world</li> </ul> <p><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Vowel Patterns: // (Spellings oo, ou, ew); Vowel Patterns:// (Spellings ue, u)</li> <li>• <b>High-Frequency</b></li> </ul>	<p>Running Records Assessments (formative and summative) Teacher observations Exit Tickets</p>	<p>In this module, children will recognize that good things can happen when a person is brave enough to try something new. We can discuss that God the Holy Spirit is our Helper. God wants us to boldly and bravely tell others about Him and His love for us. They will read about inventors, architects, and</p>

and retell key details of a text.

**RF.1.3(A)**  
 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. 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.
- g. Recognize and read grade-appropriate irregularly spelled words.

**W.1.3(A)**  
 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**L.1.1(A)**  
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

**Fluency:**  
 Intonation

- **Spelling:** Contractions with 'm, 's, n't, 'll

**VOCABULARY**

- **Power Words:** dancing, designed, feed, float, floor, model, real, straight, training, whatever, whole
- **Generative Vocabulary:** Prefix re-
- **Vocabulary Strategy:** Shades of Meaning

**READING WORKSHOP**

- Central Idea
- Retell
- Setting
- Research: Present Information

**WRITING WORKSHOP**

- Writing Form: Biographical Essay
- Grammar Minilessons: Adverbs

**Fluency:**  
 Phrasing

- **Spelling:** Words with oo (//)
- **VOCABULARY**
- **Power Words:** artist, conducting, gallery, lab, merrily, method, mural, promise, rid, rummaged, specimens, spoiled
- **Generative Vocabulary:** Words About Places and Things

**READING WORKSHOP**

- Setting
- Make Inferences
- Theme
- Create Mental Images
- Elements of Poetry

**WRITING WORKSHOP**

- Writing Form: Biographical Essay
- Grammar Minilessons: Adjectives That Compare

**Words:** bear, color, happy, money, music, second, sound, without

- **Fluency:** Expression
- **Spelling:** Vowel Patterns: //

**VOCABULARY**

- **Power Words:** altitude, bounds, build, cab, dream, golden, instant, instructor, neat, scraps, usually
- **Generative Vocabulary:** Prefix re-

**READING WORKSHOP**

- Text Organization
- Make Connections
- Characters
- Central Idea

**WRITING WORKSHOP**

- Writing Form: Biographical Essay
- Grammar Minilessons: Spelling

Others who have been brave and tried new things. We can talk about the people in the bible and their ideas or how God worked through them (ex: Noah building the Ark) Children will also find that people can meet challenges and solve problems through perseverance. They will discover that by persevering, they can achieve their own dreams, which can benefit individuals, their communities, and the world.

	<ul style="list-style-type: none"> <li>•f. Use frequently occurring adjectives.</li> <li>•g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>•h. Use determiners (e.g., articles, demonstratives).</li> <li>•i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>•j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul> <p>L.1.2(A) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>•a. Capitalize dates and names of people.</li> <li>•b. Use end punctuation for sentences.</li> <li>•c. Use commas in dates and to separate single words in a series.</li> <li>•d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>•e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>					
<p>Module 11 Genre Study: Non Fiction</p> <p><i>(updated 6/11/19)</i></p>	<p>RL.1.2(A) Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.5(A) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.7(A) Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8(A) Identify the reasons an author gives to support points in a text.</p> <p>RF.1.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Know the spelling-sound</li> </ul>		<p>What are the characteristics of narrative nonfiction? LEARNING MINDSET: Self-Reflection</p>	<p style="text-align: center;"><b>Week 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Diphthongs <i>ow, ou</i>; Diphthongs <i>oy, oi</i></li> <li>• <b>High-Frequency Words:</b> <i>answer, point, right, voice, walk, watch, where, write</i></li> <li>• <b>Fluency:</b> Accuracy and Self-Correction</li> <li>• <b>Spelling:</b> Vowel Diphthongs <i>ow, ou (/ou/)</i></li> </ul> <p><b>READING</b></p> <p style="text-align: center;"><b>Essential Skills</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Vowel Patterns: <i>/ô/; Inflections</i></li> <li>• <b>High-Frequency Words:</b> <i>done, there, think, warm, went, without, woman, worked</i></li> <li>• <b>Fluency:</b> Reading Rate</li> <li>• <b>Spelling:</b></li> </ul> <p style="text-align: center;"><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Inflections; Long <i>e (ie, y, ey)</i></li> <li>• <b>High-Frequency Words:</b> <i>eight, enough, goes, move, thank, their, things, through</i></li> <li>• <b>Fluency:</b> Intonation</li> <li>• <b>Spelling:</b> Inflections <i>-ed, ing</i></li> </ul>	<p>Running Records Assessments (formative and summative) Teachers Observations Exit Tickets</p>	<p>Over the next few weeks the children will build and strengthen their reading, writing, listening, and speaking skills as they explore various types of nonfiction texts:</p> <ul style="list-style-type: none"> <li>• Encourage children to reflect on their prior learning and set personal goals for the upcoming module.</li> <li>• Share the sentence frames to the right to support children with setting goals. Model examples</li> </ul>

correspondences for common consonant digraphs.

- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. 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.
- g. Recognize and read grade-appropriate irregularly spelled words.

W.1.1(A)  
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

L.1.1(A)  
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions

**READING WORKSHOP**

- Genre Characteristics: Narrative Nonfiction
- Author’s Purpose
- Text Organization

**WRITING WORKSHOP**

- Writing Form: Opinion Letter
- Grammar Minilessons: Review

**Compound Words**

**READING WORKSHOP**

- Genre Characteristics: Informational Text
- Central Idea
- Text Features

**WRITING WORKSHOP**

- Writing Form: Opinion Letter
- Grammar Minilessons: Review

**READING WORKSHOP**

- Genre Characteristics: Biography
- Text Organization
- Text Features

**WRITING WORKSHOP**

- Writing Form: Opinion Letter
- Grammar Minilessons: Review

model examples and record goals for each child.

- Revisit children’s goals throughout the module to help them track progress and reflect on their learning.

We can discuss that God’s will is always good!

	<p>(e.g., during, beyond, toward).</p> <ul style="list-style-type: none"> <li>•j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>								
<p>Module 12 Genre Study: Literacy Texts</p> <p><i>(updated 6/11/19)</i></p>	<p>RL.1.2(A) Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3(A) Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.6(A) Identify who is telling the story at various points in a text.</p> <p>RL.1.7(A) Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RF.1.3(A) Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>•a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>•b. Decode regularly spelled one-syllable words.</li> <li>•c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>•d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>•e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>•f. Read words with inflectional endings.</li> <li>•g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul> <p>W.1.1(I) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense</p>		<p>What are the characteristics of realistic fiction? LEARNING MINDSET: Planning Ahead</p>	<table border="0"> <tr> <td data-bbox="842 349 1102 487"> <p><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Suffixes -ful, -less, -ly, -y; Prefixes un-, re-</li> <li>• <b>High-Frequency Words:</b> above, again, around, does, gives, live, says, what</li> <li>• <b>Fluency:</b> Phrasing</li> <li>• <b>Spelling:</b> Suffixes -ful, -ly, -y</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Realistic Fiction</li> <li>• <b>Story Structure</b></li> <li>• <b>Point of View</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> </ul> </td> <td data-bbox="1102 349 1362 487"> <p><b>Week 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Two-Syllable Words: CV, CVC</li> <li>• <b>High-Frequency Words:</b> these, they, once, people, wash, water, who, world</li> <li>• <b>Fluency:</b> Expression</li> <li>• <b>Spelling:</b> Prefixes re-, un-</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Folktale</li> <li>• <b>Characters</b></li> <li>• <b>Theme</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> <li>•</li> </ul> </td> <td data-bbox="1362 349 1621 487"> <p><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Suffixes -er, -est; Inflections</li> <li>• <b>High-Frequency Words:</b> animal, could, different, pull, should, talk, won't, would</li> <li>• <b>Fluency:</b> Accuracy and Self-Correction</li> <li>• <b>Spelling:</b> Suffixes -er, -est</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Fantasy</li> <li>• <b>Setting</b></li> <li>• <b>Story Structure</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> </ul> </td> </tr> </table>	<p><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Suffixes -ful, -less, -ly, -y; Prefixes un-, re-</li> <li>• <b>High-Frequency Words:</b> above, again, around, does, gives, live, says, what</li> <li>• <b>Fluency:</b> Phrasing</li> <li>• <b>Spelling:</b> Suffixes -ful, -ly, -y</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Realistic Fiction</li> <li>• <b>Story Structure</b></li> <li>• <b>Point of View</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> </ul>	<p><b>Week 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Two-Syllable Words: CV, CVC</li> <li>• <b>High-Frequency Words:</b> these, they, once, people, wash, water, who, world</li> <li>• <b>Fluency:</b> Expression</li> <li>• <b>Spelling:</b> Prefixes re-, un-</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Folktale</li> <li>• <b>Characters</b></li> <li>• <b>Theme</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> <li>•</li> </ul>	<p><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Suffixes -er, -est; Inflections</li> <li>• <b>High-Frequency Words:</b> animal, could, different, pull, should, talk, won't, would</li> <li>• <b>Fluency:</b> Accuracy and Self-Correction</li> <li>• <b>Spelling:</b> Suffixes -er, -est</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Fantasy</li> <li>• <b>Setting</b></li> <li>• <b>Story Structure</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> </ul>	<p>Running Records Assessments (formative and Summative) Teacher Observations Exit Tickets</p>	<p>Over the next few weeks the children will build and strengthen their reading, writing, listening, and speaking skills as they explore various types of literary texts:</p> <ul style="list-style-type: none"> <li>• Encourage children to reflect on their prior learning and set personal goals for the upcoming module.</li> <li>• Share the sentence frames to the right to support children with setting goals. Model examples and record goals for each child.</li> <li>• Revisit children's goals throughout the module to help them track progress and reflect on their learning.</li> </ul> <p>We will continue discussing that God's Will is always good and that we should always be thankful for the skills and abilities God gives us to make this world a better place.</p>
<p><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Suffixes -ful, -less, -ly, -y; Prefixes un-, re-</li> <li>• <b>High-Frequency Words:</b> above, again, around, does, gives, live, says, what</li> <li>• <b>Fluency:</b> Phrasing</li> <li>• <b>Spelling:</b> Suffixes -ful, -ly, -y</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Realistic Fiction</li> <li>• <b>Story Structure</b></li> <li>• <b>Point of View</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> </ul>	<p><b>Week 2</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Two-Syllable Words: CV, CVC</li> <li>• <b>High-Frequency Words:</b> these, they, once, people, wash, water, who, world</li> <li>• <b>Fluency:</b> Expression</li> <li>• <b>Spelling:</b> Prefixes re-, un-</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Folktale</li> <li>• <b>Characters</b></li> <li>• <b>Theme</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> <li>•</li> </ul>	<p><b>Week 3</b></p> <p><b>FOUNDATIONAL SKILLS</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics:</b> Suffixes -er, -est; Inflections</li> <li>• <b>High-Frequency Words:</b> animal, could, different, pull, should, talk, won't, would</li> <li>• <b>Fluency:</b> Accuracy and Self-Correction</li> <li>• <b>Spelling:</b> Suffixes -er, -est</li> </ul> <p><b>READING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Characteristics:</b> Fantasy</li> <li>• <b>Setting</b></li> <li>• <b>Story Structure</b></li> </ul> <p><b>WRITING WORKSHOP</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Form:</b> Opinion Essay</li> <li>• <b>Grammar Minilessons:</b> Review</li> </ul>							

of closure.

L.1.1(l)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2(l)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.