

WYOMING CONTENT AND PERFORMANCE STANDARDS

| STANDARD# | BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets |
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| RL.1.1 | Ask and answer questions about key details in a text. |
| RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| RL.1.3 | Describe characters, settings, and major events in a story, using key details. |
| RL.1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| RL.1.5 | Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |
| RL.1.6 | Identify who is telling the story at various points in a text. |
| RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| RL.1.8 | (Not applicable to literature) |
| RL.1.9 | Compare and contrast the adventures and experiences of characters in stories. |
| RL.1.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| RI.1.1 | Ask and answer questions about key details in a text. |
| RI.1.2 | Identify the main topic and retell key details of a text. |
| RI.1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| RI.1.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| RI.1.5 | 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.1.6 | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| RI.1.7 | Use the illustrations and details in a text to describe its key ideas. |
| RI.1.8 | Identify the reasons an author gives to support points in a text. |
| RI.1.9 | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.1.10 | With prompting and support, read informational texts appropriately complex for grade 1. |
| RF.1.1 | Demonstrate understanding of the organization and basic features of print. |
| RF.1.1.a | a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| RF.1.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RF.1.2.a | a. Distinguish long from short vowel sounds in spoken single-syllable words |
| RF.1.2.b | b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| RF.1.2.c | c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| RF.1.2.d | d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| RF.1.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.1.3.a | a. Know the spelling-sound correspondences for common consonant digraphs. |
| RF.1.3.b | b. Decode regularly spelled one-syllable words. |
| RF.1.3.c | c. Know final -e and common vowel team conventions for representing long vowel sounds. |
| RF.1.3.d | d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| RF.1.3.e | e. Decode two-syllable words following basic patterns by breaking the words into syllables. |
| RF.1.3.f | f. Read words with inflectional endings. |
| RF.1.3.g | g. Recognize and read grade-appropriate irregularly spelled words. |
| RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| RF.1.4.a | a. Read on-level text with purpose and understanding. |
| RF.1.4.b | b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| RF.1.4.c | c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| W.1.1 | 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. |
| W.1.2 | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |

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| W.1.3 | 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. |
| W.1.4 | (Begins in grade 3) |
| W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.1.7 | Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). |
| W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| W.1.9 | (Begins in grade 4) |
| W.1.10 | (Begins in grade 3) |
| SL.1.1 | Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. |
| SL.1.1.a | 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). |
| SL.1.1.b | b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. |
| SL.1.1.c | c. Ask questions to clear up any confusion about the topics and texts under discussion. |
| SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| SL.1.6 | Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.) |
| L.1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.1.1.a | a. Print all upper- and lowercase letters. |
| L.1.1.b | b. Use common, proper, and possessive nouns. |
| L.1.1.c | c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). |
| L.1.1.d | d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). |
| L.1.1.e | e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). |
| L.1.1.f | f. Use frequently occurring adjectives. |
| L.1.1.g | g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). |
| L.1.1.h | h. Use determiners (e.g., articles, demonstratives). |
| L.1.1.i | i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). |
| L.1.1.j | j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| L.1.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.1.2.a | a. Capitalize dates and names of people. |
| L.1.2.b | b. Use end punctuation for sentences. |
| L.1.2.c | c. Use commas in dates and to separate single words in a series. |
| L.1.2.d | d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| L.1.2.e | e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| L.1.3 | (Begins in grade 2) |
| L.1.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. |
| L.1.4.a | a. Use sentence-level context as a clue to the meaning of a word or phrase. |
| L.1.4.b | b. Use frequently occurring affixes as a clue to the meaning of a word. |

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| L.1.4.c | c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). |
| L.1.5 | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |
| L.1.5.a | a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| L.1.5.b | b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). |
| L.1.5.c | c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). |
| L.1.5.d | Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. |
| L.1.6 | 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., <i>because</i>). |

Scope and Sequence

| UNIT OUTLINE | STANDARD# | OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS |
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| Unit 1 Phonics 1 Look Back: Sounds /ă/, /ō/, and /ū/ 1 Look Back: Sound /ă/ | RF.1.2.a RF.1.3.d RF.1.3.e | <ul style="list-style-type: none"> • Spell sight words. • Identify letters of the alphabet. • Identify individual sounds in words. • Identify ending sounds in words. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. • Identify and use the sound /ă/. • Read sight words. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. |
| Unit 1 Phonics 1 Look Back: Sounds /ă/, /ō/, and /ū/ 2 Look Back: Sound /ō/ | RF.1.2.a RF.1.3.d RF.1.3.e | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Identify individual sounds in words. • Identify beginning sounds in words. • Identify the number of sounds within words. • Identify the sound, given the letter o. • Identify and use the sound /ō/. • Read sight words. • Identify the letter, given the sound /ō/. |
| Unit 1 Phonics 1 Look Back: Sounds /ă/, /ō/, and /ū/ 3 Look Back: Sound /ū/ | RF.1.2.a RF.1.3.d RF.1.3.e | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify short vowel sounds. • Identify the number of syllables in a word. • Identify the sound, given the letter u. • Identify and use the sound /ū/. • Read sight words. • Identify the letter, given the sound /ū/. |
| Unit 1 Phonics 1 Look Back: Sounds /ă/, /ō/, and /ū/ 4 Look Back: Sounds /ă/, /ō/, and /ū/ | RF.1.2.a RF.1.3.d RF.1.3.e | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. |

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| | | <ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify short vowel sounds. • Make words, given syllables. • Read sight words. • Identify individual sounds in words. |
| <p>Unit 1 Phonics</p> <p>1 Look Back: Sounds /ă/, /ō/, and /ū/ 5 Unit Checkpoint</p> | <p>RF.1.2.a</p> <p>RF.1.3.d</p> <p>RF.1.3.e</p> | <ul style="list-style-type: none"> • Write sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify and use the sound /ă/. • Identify and use the sound /ō/. • Identify and use the sound /ū/. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. |
| <p>Unit 2 Phonics</p> <p>2 Look Back: Sounds /ă/, /ě/, /ī/, /ō/, and /ū/ 1 Look Back: Sound /ī/</p> | <p>RF.1.2.a</p> <p>RF.1.3.d</p> <p>RF.1.3.e</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Identify individual sounds in words. • Identify middle sounds in words. • Identify short vowel sounds. • Identify the sound, given the letter i. • Identify and use the sound /ī/. • Read sight words. • Identify the letter, given the sound /ī/. |
| <p>Unit 2 Phonics</p> <p>2 Look Back: Sounds /ă/, /ě/, /ī/, /ō/, and /ū/ 2 Look Back: Sound /ě/</p> | <p>RF.1.2.a</p> <p>RF.1.3.d</p> <p>RF.1.3.e</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Identify short vowel sounds. • Identify the letter, given the sound /ě/. • Identify the sound, given the letter e. • Identify and use the sound /ě/. • Read sight words. • Identify individual sounds in words. |
| <p>Unit 2 Phonics</p> <p>2 Look Back: Sounds /ă/, /ě/, /ī/, /ō/, and /ū/ 3 Look Back: Sounds /ă/, /ě/, /ī/, /ō/, and /ū/ (A)</p> | <p>RF.1.2.a</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify short vowel sounds. • Read sight words. |
| <p>Unit 2 Phonics</p> <p>2 Look Back: Sounds /ă/, /ě/, /ī/, /ō/, and /ū/ 4 Look Back: Sounds /ă/, /ě/, /ī/, /ō/, and /ū/ (B)</p> | <p>RF.1.2.a</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify short vowel sounds. • Read sight words. |

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| <p>Unit 2 Phonics 2 Look Back: Sounds /ă/, /ĕ/, /ĭ/, /ŏ/, and /ÿ/ 5 Unit Checkpoint</p> | <p>RF.1.2.a</p> | <ul style="list-style-type: none"> • Write sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify short vowel sounds. • Identify and use the sound /ă/. • Identify and use the sound /ĕ/. • Identify and use the sound /ĭ/. • Identify and use the sound /ŏ/. • Identify and use the sound /ÿ/. • Read sight words. |
| <p>Unit 3 Phonics 3 Look Back: Digraphs sh, ch, and th 1 Look Back: Digraph sh</p> | <p>RF.1.3.a RF.1.3.b</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Identify individual sounds in words. • Identify the sound /sh/, given the digraph sh. • Identify the letters, given the sound /sh/. • Identify and use the digraph sh. • Identify words that rhyme. • Identify and use ending -ff. • Identify and use ending -ll. • Identify and use ending -ss. • Identify and use ending -zz. • Read sight words. |
| <p>Unit 3 Phonics 3 Look Back: Digraphs sh, ch, and th 2 Look Back: Digraph ch</p> | <p>RF.1.3.a RF.1.3.b</p> | <ul style="list-style-type: none"> • Use context and sentence structure to determine meaning of words, phrases, and/or sentences. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Identify beginning sounds in words. • Identify the sound /ch/, given the digraph ch. • Identify the letters, given the sound /ch/. • Identify and use the digraph ch. • Identify and use ending -ff. • Identify and use ending -ll. • Identify and use ending -ss. • Identify and use ending -zz. • Read sight words. • Identify individual sounds in words. |
| <p>Unit 3 Phonics 3 Look Back: Digraphs sh, ch, and th 3 Look Back: Digraph th</p> | <p>RF.1.3.a RF.1.3.b</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Identify individual sounds in words. • Identify beginning sounds in words. • Identify the letters, given the sound /all/. • Identify the sound, given the letters all. • Identify the sounds /th/ and /th/, given the digraph th. • Identify the digraph th, given the sounds /th/ and /th/. • Identify and use the digraph th. • Identify the letters, given the sound /th/. • Identify the letters, given the sound /th/. • Identify and use ending -ff. • Identify and use ending -ll. • Identify and use ending -ss. • Identify and use ending -zz. • Read sight words. |

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| <p>Unit 3 Phonics 3 Look Back: Digraphs sh, ch, and th 4 Look Back: Digraphs sh, ch, and th</p> | <p>RF.1.3.a RF.1.3.b</p> | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Identify beginning sounds in words. • Identify ending sounds in words. • Read sight words. • Identify and use the digraph sh. • Identify and use the digraph ch. • Identify and use the digraph th. |
| <p>Unit 3 Phonics 3 Look Back: Digraphs sh, ch, and th 5 Unit Checkpoint</p> | <p>RF.1.3.a RF.1.3.b</p> | <ul style="list-style-type: none"> • Identify the sound /ch/, given the digraph ch. • Identify the sound /sh/, given the digraph sh. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Identify the letters, given the sound /all/. • Identify the sound, given the letters all. • Identify the sounds /th/ and /th/, given the digraph th. • Identify the digraph th, given the sounds /th/ and /th/. • Identify the letters, given the sound /sh/. • Identify the letters, given the sound /ch/. • Identify short vowel sounds. • Read sight words. |
| <p>Unit 4 Phonics 4 Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels 1 Look Back: Digraph wh</p> | <p>RF.1.2.c RF.1.2.d</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify letters of the alphabet. • Identify individual sounds in words. • Identify ending sounds in words. • Read, write, and spell words containing the ending -s. • Read, write, and spell words containing the ending -es. • Identify the digraph wh, given the sound /w/. • Identify the sound /w/, given the digraph wh. • Read sight words. • Identify and use the digraph wh. • Identify beginning sounds in words. |
| <p>Unit 4 Phonics 4 Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels 2 Look Back: Digraph ck</p> | <p>RF.1.2.d</p> | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the sound /k/, given the digraph ck. • Read sight words. • Identify and use the digraph ck. • Identify the letters, given the sound /k/. |

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| <p>Unit 4 Phonics 4 Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels 3 Look Back: Trigraph tch</p> | <p>RF.1.2.d</p> | <ul style="list-style-type: none"> • Use context and sentence structure to determine meaning of words, phrases, and/or sentences. • Identify complete sentences. • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use compound words. • Identify and use the trigraph tch. • Identify the trigraph tch, given the sound /ch/. • Read sight words. • Identify ending sounds in words. |
| <p>Unit 4 Phonics 4 Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels 4 Look Back: Sounds, Letters, Vowels, and Digraphs</p> | <p>RF.1.2.c RF.1.2.d</p> | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Read sight words. • Write sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use compound words. • Given the sound, identify the most common letter or letters. • Given the letter, identify the most common sound. • Identify short vowel sounds. |
| <p>Unit 4 Phonics 4 Look Back: Digraphs, Trigraphs, Sounds, Letters, and Vowels 5 Unit Checkpoint</p> | <p>RF.1.2.c RF.1.2.d</p> | <ul style="list-style-type: none"> • Write sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify and use the digraph wh. • Identify and use the digraph ck. • Identify and use the trigraph tch. • Identify and use compound words. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. |
| <p>Unit 5 Phonics 5 Ending Consonant Blends –nd, –ft, –lk, and –ct 1 Ending Consonant Blend –nd</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Write sight words. • Spell sight words. • Identify beginning sounds in words. • Identify ending sounds in words. • Produce rhyming words. • Identify a word when given the onset and rhyme. • Identify the new word when the onset changes. • Identify the number of sounds within words. • Identify the new word when one sound is added to word. • Read, write, and spell words containing the blend -nd. • Identify and use the blend -nd. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 5 Phonics 5 Ending Consonant Blends –nd, –ft, –lk, and –ct 2 Ending Consonant Blend –ft</p> | <p>RF.1.2.b RF.1.2.c RF.1.2.d</p> | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify letters of the alphabet. |

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| | | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Identify the new word when one sound is added to word. • Identify the new word when one sound is changed in a word. • Identify and use the blend -ft. • Read sight words. |
| Unit 5 Phonics 5 Ending Consonant Blends –nd, –ft, –lk, and –ct 3 Ending Consonant Blend –lk | RF.1.2.b | <ul style="list-style-type: none"> • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Identify the new word when one sound is added to word. • Identify the new word when one sound is changed in a word. • Identify and use the blend – • Read sight words. • Decode words by applying grade-level word analysis skills. |
| Unit 5 Phonics 5 Ending Consonant Blends –nd, –ft, –lk, and –ct 4 Ending Consonant Blend –ct | RF.1.2.b | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Identify the new word when one sound is added to word. • Identify the new word when one sound is changed in a word. • Identify and use the blend -ct. • Read sight words. |
| Unit 5 Phonics 5 Ending Consonant Blends –nd, –ft, –lk, and –ct 5 Unit Checkpoint | RF.1.2.b | <ul style="list-style-type: none"> • Reading instructional-level text with 90% accuracy. • Write words by applying grade-level phonics knowledge. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the blend -nd. • Identify and use the blend -ft. • Identify and use the blend -lk. • Identify and use the blend -ct. • Read, write, and spell words containing the blend -nd. • Read, write, and spell words containing the blend -ft. • Read, write, and spell words containing the blend -lk • Read, write, and spell words containing the blend -ct. • Read sight words. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. |
| Unit 5 Phonics 6 Ending Consonant Blends –lp and –lt 1 Introduce Ending Consonant Blend –lp | RF.1.2.b | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Identify ending sounds in words. • Identify the number of sounds within words. • Identify and use the blend -ct. • Identify and use the blend -lp. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |

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| <p>Unit 6 Phonics 6 Ending Consonant Blends –lp and –lt 2 Practice Ending Consonant Blend –lp</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify and use the blend -lp. • Read sight words. • Spell sight words. |
| <p>Unit 6 Phonics 6 Ending Consonant Blends –lp and –lt 3 Introduce Ending Consonant Blend –lt</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Identify letters of the alphabet. • Identify beginning sounds in words. • Identify ending sounds in words. • Produce rhyming words. • Identify the new word when the onset changes. • Identify and use the blend -lp. • Identify and use the blend -lt. • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Identify the number of sounds within words. • Identify a word when given the onset and rime. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 6 Phonics 6 Ending Consonant Blends –lp and –lt 4 Practice Ending Consonant Blends –lp and –lt</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the sound, identify the most common letter or letters. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify words that rhyme. • Identify and use the blend -lp. • Identify and use the blend -lt. • Read sight words. • Spell sight words. |
| <p>Unit 6 Phonics 6 Ending Consonant Blends –lp and –lt 5 Unit Checkpoint</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Reading instructional-level text with 90% accuracy. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read, write, and spell words containing the blend -lp. • Read, write, and spell words containing the blend -lt. • Identify individual sounds in words. • Identify and use the blend -lp. • Identify and use the blend -lt. • Read sight words. |
| <p>Unit 7 Phonics 7 Ending Consonant Blends –mp and –sp 1 Introduce Ending Consonant Blend –mp</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Identify letters of the alphabet. • Identify ending sounds in words. • Identify individual sounds in words. • Identify the number of sounds within words. |

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| | | <ul style="list-style-type: none"> • Identify and use the blend -nd. • Identify and use the blend -mp. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| Unit 7 Phonics 7 Ending Consonant Blends –mp and –sp 2 Practice Ending Consonant Blend –mp | RF.1.2.b | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify letters of the alphabet. • Given the sound, identify the most common letter or letters. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify a word when given the onset and rime. • Identify and use the blend -mp. • Read sight words. |
| Unit 7 Phonics 7 Ending Consonant Blends –mp and –sp 3 Introduce Ending Consonant Blend –sp | RF.1.2.b | <ul style="list-style-type: none"> • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Identify and use the blend -mp. • Identify and use the blend sp. • Read sight words. • Decode words by applying grade-level word analysis skills. |
| Unit 7 Phonics 7 Ending Consonant Blends –mp and –sp 4 Practice Ending Consonant Blends –mp and –sp | RF.1.2.b | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Read, write, and spell words containing the blend sp. • Read, write, and spell words containing the blend -mp. • Identify and use the blend -mp. • Identify and use the blend sp. • Read sight words. |
| Unit 7 Phonics 7 Ending Consonant Blends –mp and –sp 5 Unit Checkpoint | RF.1.2.b | <ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Reading instructional-level text with 90% accuracy. • Given the sound, identify the most common letter or letters. • Given the letter, identify the most common sound. • Read, write, and spell words containing the blend sp. • Read, write, and spell words containing the blend -mp. • Identify and use the blend -mp. • Identify and use the blend sp. |

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| | | <ul style="list-style-type: none"> • Identify individual sounds in words. • Read sight words. |
| Unit 8 Phonics 8 Ending Consonant Blends –sk, –st, –nt, and –nch 1 Ending Consonant Blend –sk | RF.1.2.b | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Identify and use the blend sk. • Identify individual sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Read, write, and spell words containing the blend sk. • Identify and use the blend -mp. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| Unit 8 Phonics 8 Ending Consonant Blends –sk, –st, –nt, and –nch 2 Ending Consonant Blend –st | RF.1.2.b | <ul style="list-style-type: none"> • Spell sight words. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify and use the blend sk. • Identify and use the blend st. • Identify the number of sounds within words. • Identify the new word when one sound is changed in a word. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Identify individual sounds in words. |
| Unit 8 Phonics 8 Ending Consonant Blends –sk, –st, –nt, and –nch 3 Ending Consonant Blend –nt | RF.1.2.b | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Identify and use vowels and vowel sounds. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Identify beginning sounds in words. • Identify and use the blend st. • Identify and use the blend -nt. • Identify ending sounds in words. • Identify the number of sounds within words. • Read sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| Unit 8 Phonics 8 Ending Consonant Blends –sk, –st, –nt, and –nch 4 Ending Consonant Blend –nch | RF.1.2.b | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify words that rhyme. • Identify and use the blend -nt. • Identify and use the blend -nch. • Identify the number of sounds within words. • Read sight words. |

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| <p>Unit 8 Phonics 8 Ending Consonant Blends –sk, –st, –nt, and –nch 5 Unit Checkpoint</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Identify and use the blend -nt. • Identify and use the blend -nch. • Identify and use the blend sk. • Identify and use the blend st. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Reading instructional-level text with 90% accuracy. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify the number of sounds within words. • Read, write, and spell words containing the blend sk. • Read, write, and spell words containing the blend st. • Read, write, and spell words containing the blend -nt. • Read, write, and spell words containing the blend -nch. • Read sight words. |
| <p>Unit 9 Phonics 9 Beginning Consonant Blends bl–, cl–, fl–, gl–, pl–, and sl– 1 Beginning Consonant Blend bl–</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Identify and use the blend sk. • Identify and use the blend bl–. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Read, write, and spell words containing the blend bl. • Read sight words. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 9 Phonics 9 Beginning Consonant Blends bl–, cl–, fl–, gl–, pl–, and sl– 2 Beginning Consonant Blend cl–</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Identify beginning sounds in words. • Identify ending sounds in words. • Identify and use the blend bl–. • Identify and use the blend cl–. • Blend sounds to create words. • Identify the number of sounds within words. • Read sight words. |
| <p>Unit 9 Phonics 9 Beginning Consonant Blends bl–, cl–, fl–, gl–, pl–, and sl– 3 Beginning Consonant Blends fl– and gl–</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Write sight words. • Spell sight words. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify beginning sounds in words. • Identify ending sounds in words. • Blend sounds to create words. • Identify and use the blend cl–. |

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| | | <ul style="list-style-type: none"> • Identify and use the blend fl-. • Identify and use the blend gl-. • Identify the number of sounds within words. • Read sight words. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 9 Phonics</p> <p>9 Beginning Consonant Blends bl-, cl-, fl-, gl-, pl-, and sl- 4</p> <p>Beginning Consonant Blends pl- and sl-</p> | RF.1.2.b | <ul style="list-style-type: none"> • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify beginning sounds in words. • Identify and use the blend gl-. • Identify and use the blend pl-. • Identify and use the blend sl-. • Identify the number of sounds within words. • Read sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 9 Phonics</p> <p>9 Beginning Consonant Blends bl-, cl-, fl-, gl-, pl-, and sl- 5</p> <p>Unit Checkpoint</p> | RF.1.2.b | <ul style="list-style-type: none"> • Identify and use the blend bl-. • Identify and use the blend cl-. • Identify and use the blend fl-. • Identify and use the blend gl-. • Identify and use the blend pl-. • Identify and use the blend sl-. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Reading instructional-level text with 90% accuracy. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. • Read, write, and spell words containing the blend bl. • Read, write, and spell words containing the blend fl. • Read, write, and spell words containing the blend gl. • Read, write, and spell words containing the blend pl. • Read, write, and spell words containing the blend cl. • Read, write, and spell words containing the blend sl. |
| <p>Unit 10 Phonics</p> <p>10 Beginning Consonant Blends br-, cr-, dr-, fr-, gr-, pr-, and tr- 1</p> <p>Beginning Consonant Blend br-</p> | RF.1.2.b | <ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify the number of sounds within words. • Identify letters of the alphabet. • Identify and use the blend sl-. • Identify and use the blend br-. • Read sight words. • Write words by applying grade-level phonics knowledge. • Write sight words. • Follow three-step directions. • Given the sound, identify the most common letter or letters. • Spell sight words. • Blend sounds to create words. • Read, write, and spell words containing the blend br. • Identify individual sounds in words. • Given the letter or letters, identify the most common sound. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |

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| <p>Unit 10 Phonics 10 Beginning Consonant Blends br-, cr-, dr-, fr-, gr-, pr-, and tr- 2 Beginning Consonant Blends cr- and dr-</p> | <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Identify and use the blend br-. • Identify and use the blend cr-. • Identify and use the blend dr-. • Read sight words. • Decode words by applying grade-level word analysis skills. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Spell sight words. • Blend sounds to create words. • Identify individual sounds in words. |
| <p>Unit 10 Phonics 10 Beginning Consonant Blends br-, cr-, dr-, fr-, gr-, pr-, and tr- 3 Beginning Consonant Blends fr- and gr-</p> | <p>RF.1.2.a</p> | <ul style="list-style-type: none"> • Identify words that rhyme. • Identify beginning sounds in words. • Identify the number of sounds within words. • Identify the new word when one sound is changed in a word. • Identify and use the blend dr-. • Identify and use the blend fr-. • Identify and use the blend gr-. • Identify and use vowels and vowel sounds. • Read sight words. • Write words by applying grade-level phonics knowledge. • Write sight words. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify short vowel sounds. • Spell sight words. • Read, write, and spell words containing the blend fr. • Read, write, and spell words containing the blend gr. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 10 Phonics 10 Beginning Consonant Blends br-, cr-, dr-, fr-, gr-, pr-, and tr- 4 Beginning Consonant Blends pr- and tr-</p> | <p>RF.1.3.d, RF.1.3.e</p> | <ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify ending sounds in words. • Identify the number of sounds within words. • Identify and use the blend gr-. • Identify and use the blend pr-. • Identify and use the blend tr-. • Read sight words. • Decode words by applying grade-level word analysis skills. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Spell sight words. • Identify syllables in words. • Identify individual sounds in words. |
| <p>Unit 10 Phonics 10 Beginning Consonant Blends br-, cr-, dr-, fr-, gr-, pr-, and tr- 5 Unit Checkpoint</p> | <p>RF.1.3.d, RF.1.3.e</p> | <ul style="list-style-type: none"> • Identify and use the blend br-. • Identify and use the blend cr-. • Identify and use the blend dr-. • Identify and use the blend fr-. • Identify and use the blend gr-. • Identify and use the blend pr-. • Identify and use the blend tr-. • Reading instructional-level text with 90% accuracy. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the sound, identify the most common letter or letters. |

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| | | <ul style="list-style-type: none"> • Read, write, and spell words containing tr. • Read, write, and spell words containing br. • Read, write, and spell words containing dr. • Read, write, and spell words containing cr. • Read, write, and spell words containing fr. • Read, write, and spell words containing gr. • Read, write, and spell words containing pr. • Identify individual sounds in words. • Given the letter or letters, identify the most common sound. |
| Unit 11 Phonics 11 Beginning Digraph Blends shr– and thr– 1 Introduce Beginning Digraph Blend shr– | RF.1.3 RF.1.3.a | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the blend shr-. • Identify beginning sounds in words. • Identify the number of sounds within words. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words • Follow three-step directions. • Decode words by applying grade-level word analysis skills. |
| Unit 11 Phonics 11 Beginning Digraph Blends shr– and thr– 2 Practice Beginning Digraph Blend shr– | RF.1.3 RF.1.3.a | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify ending sounds in words. • Identify and use the blend shr-. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify the number of sounds within words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| Unit 11 Phonics 11 Beginning Digraph Blends shr– and thr– 3 Introduce Beginning Digraph Blend thr– | RF.1.3 RF.1.3.a | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify ending sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the blend shr-. • Identify beginning sounds in words. • Identify and use the blend thr-. • Identify the number of sounds within words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Follow three-step directions. • Decode words by applying grade-level word analysis skills. |
| Unit 11 Phonics 11 Beginning Digraph Blends shr– and thr– 4 Practice Beginning Digraph Blends shr– and thr– | RF.1.3 RF.1.3.a | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify beginning sounds in words. • Identify individual sounds in words. • Identify and use the blend thr-. • Identify and use the blend shr-. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. |

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| | | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. |
| <p>Unit 11 Phonics</p> <p>11 Beginning Digraph Blends shr- and thr- 5 Unit Checkpoint</p> | <p>RF.1.3</p> <p>RF.1.3.a</p> | <ul style="list-style-type: none"> • Identify and use the blend thr-. • Identify and use the blend shr-. • Read, write, and spell words containing shr. • Read, write, and spell words containing thr. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read Sight Words. • Write sight words. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. |
| <p>Unit 12 Phonics</p> <p>12 Beginning Consonant Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- 1 Beginning Consonant Blends sc- and sp-</p> | <p>RF.1.2</p> <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify ending sounds in words. • Identify words that rhyme. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify and use the blend dr-. • Identify the number of sounds within words. • Identify beginning sounds in words. • Identify and use the blend sc-. • Identify and use the blend sp. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 12 Phonics</p> <p>12 Beginning Consonant Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- 2 Beginning Consonant Blends st- and sw-</p> | <p>RF.1.2</p> <p>RF.1.2.b</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Blend sounds to create words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify words that rhyme. • Identify and use the blend sp. • Identify the number of sounds within words. • Identify beginning sounds in words. • Identify and use the blend st. • Identify and use the blend sw-. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Write sight words • Follow three-step directions. |

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| <p>Unit 12 Phonics 12 Beginning Consonant Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- 3 Beginning Consonant Blends sk- and sm-</p> | <p>RF.1.2 RF.1.2.b</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify beginning sounds in words. • Identify and use the blend sw-. • Identify the number of sounds within words. • Identify and use the blend sk. • Identify and use the blend sm-. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 12 Phonics 12 Beginning Consonant Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- 4 Beginning Consonant Blends sn- and tw-</p> | <p>RF.1.2 RF.1.2.b</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Identify and use the blend sm-. • Identify beginning sounds in words. • Identify the number of sounds within words. • Identify and use the blend sn-. • Identify and use the blend tw-. • Decode words by applying grade-level word analysis skills. • Write sight words. • Follow three-step directions. |
| <p>Unit 12 Phonics 12 Beginning Consonant Blends sc-, sp-, st-, sw-, sk-, sm-, sn-, and tw- 5 Unit Checkpoint</p> | <p>RF.1.2 RF.1.2.b</p> | <ul style="list-style-type: none"> • Identify and use the blend sc-. • Identify and use the blend sp. • Identify and use the blend st. • Identify and use the blend sw-. • Identify and use the blend sk. • Identify and use the blend sm-. • Identify and use the blend sn-. • Identify and use the blend tw-. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read Sight Words. • Write sight words. • Write words by applying grade-level phonics knowledge. |
| <p>Unit 13 Phonics 13 Beginning Consonant Blends spr-, str-, squ-, scr-, and spl- 1 Beginning Consonant Blend spr-</p> | <p>RF.1.2 RF.1.2.b</p> | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Write sight words. • Identify ending sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the number of sounds within words. • Identify beginning sounds in words. • Identify and use the blend sp. • Identify and use the blend spr-. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, |

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| | | <p>prosody, accuracy, and rate.</p> <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. |
| <p>Unit 13 Phonics 13 Beginning Consonant Blends spr-, str-, squ-, scr-, and spl- 2 Beginning Consonant Blend str-</p> | <p>RF.1.2 RF.1.2.b</p> | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Blend sounds to create words. • Identify and use the blend st. • Identify individual sounds in words. • Identify the number of sounds within words. • Identify ending sounds in words. • Identify beginning sounds in words. • Identify and use the blend spr-. • Identify and use the blend str-. • Use correct capitalization and punctuation. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Write sight words. • Follow three-step directions. |
| <p>Unit 13 Phonics 13 Beginning Consonant Blends spr-, str-, squ-, scr-, and spl- 3 Beginning Consonant Blends squ- and scr-</p> | <p>RF.1.2 RF.1.2.b</p> | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Write sight words. • Identify and use the blend str-. • Identify individual sounds in words. • Identify the number of sounds within words. • Identify ending sounds in words. • Identify beginning sounds in words. • Identify and use the blend squ-. • Identify and use the blend scr-. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 13 Phonics 13 Beginning Consonant Blends spr-, str-, squ-, scr-, and spl- 4 Beginning Consonant Blend spl-</p> | <p>RF.1.2 RF.1.2.b</p> | <ul style="list-style-type: none"> • Identify beginning sounds in words. • Identify the number of sounds within words. • Identify and use the blend spr-. • Identify and use the blend str-. • Identify and use the blend squ-. • Identify and use the blend scr-. • Identify and use the blend spl-. • Read Sight Words. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Write sight words. • Identify complete sentences. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Spell sight words. • Use context and sentence structure to determine meaning of words, phrases, and/or sentences. |
| <p>Unit 13 Phonics 13 Beginning Consonant Blends spr-, str-, squ-, scr-, and spl- 5 Unit Checkpoint</p> | <p>RF.1.2 RF.1.2.b</p> | <ul style="list-style-type: none"> • Identify and use the blend spr-. • Identify and use the blend str-. • Identify and use the blend squ-. |

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| | | <ul style="list-style-type: none"> • Identify and use the blend scr-. • Identify and use the blend spl-. • Read instructional-level text with 90% accuracy. • Read Sight Words. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify individual sounds in words. |
| Unit 14 Phonics 14 Words Ending in –ank, –ink, –onk, and –unk 1 Words Ending in –ank | RF.1.3.f | <ul style="list-style-type: none"> • Identify ending sounds in words. • Identify letters of the alphabet. • Read Sight Words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Spell sight words. • Use correct capitalization and punctuation. • Blend sounds to create words. • Read, write, and spell words containing the letters ank. • Identify and use -ank. • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills. |
| Unit 14 Phonics 14 Words Ending in –ank, –ink, –onk, and –unk 2 Words Ending in –ink | RF.1.3.f | <ul style="list-style-type: none"> • Identify ending sounds in words. • Identify the new word when one sound is changed in a word. • Read Sight Words. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Write sight words • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Spell sight words. • Blend sounds to create words. • Read, write, and spell words containing the letters ink. • Identify and use -ink. • Identify individual sounds in words. |
| Unit 14 Phonics 14 Words Ending in –ank, –ink, –onk, and –unk 3 Words Ending in –onk and –unk | RF.1.3.f | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify and use -onk. • Identify and use -unk. • Identify individual sounds in words. • Identify the number of sounds within words. • Identify ending sounds in words. • Read, write, and spell words containing the letters onk. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Read, write, and spell words containing the letters unk. • Decode words by applying grade-level word analysis skills. |
| Unit 14 Phonics 14 Words Ending in –ank, –ink, –onk, and –unk 4 Practice Endings –ank, –ink, –onk, and –unk | RF.1.3.f | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use -ank. • Identify and use -ink. • Identify and use -onk. |

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| | | <ul style="list-style-type: none"> • Identify and use -unk. • Identify the new word when one sound is changed in a word. • Decode words by applying grade-level word analysis skills. • Identify ending sounds in words. |
| <p>Unit 14 Phonics 14 Words Ending in –ank, –ink, –onk, and –unk 5 Unit Checkpoint</p> | RF.1.3.f | <ul style="list-style-type: none"> • Identify ending sounds in words. • Read instructional-level text with 90% accuracy. • Read Sight Words. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read, write, and spell words containing the letters ank. • Identify and use -ank. • Read, write, and spell words containing the letters ink. • Identify and use -ink. • Identify and use -onk. • Read, write, and spell words containing the letters onk. • Identify and use -unk. • Read, write, and spell words containing the letters unk. |
| <p>Unit 15 Phonics 15 Words Ending in –ang, –ing, –ong, and –ung 1 Words Ending in –ang</p> | RF.1.3.f | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify individual sounds in words. • Identify the number of sounds within words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify ending sounds in words. • Identify the sound, given the letters ang. • Identify the letters, given the sound /ang/. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 15 Phonics 15 Words Ending in –ang, –ing, –ong, and –ung 2 Words Ending in –ing</p> | RF.1.3.f | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify beginning sounds in words. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify ending sounds in words. • Identify the sound, given the letters ing. • Identify the letters, given the sound /ing/. • Identify the number of sounds within words. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 15 Phonics 15 Words Ending in –ang, –ing, –ong, and –ung 3 Words Ending in –ong and –ung</p> | RF.1.3.f | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Capitalize the first word in a sentence. • Use periods to end telling sentences. • Use question marks to end asking sentences. • Identify ending sounds in words. • Identify the sound, given the letters ong. • Identify the letters, given the sound /ong/. |

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| | | <ul style="list-style-type: none"> • Identify the sound, given the letters ung. • Identify the letters, given the sound /ung/. • Identify the number of sounds within words. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| Unit 15 Phonics 15 Words Ending in –ang, –ing, –ong, and –ung 4 Practice Words Ending in –ang, –ing, –ong, and –ung | RF.1.3.f | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify the sound, given the letters ang. • Identify the letters, given the sound /ang/. • Identify the sound, given the letters ing. • Identify the letters, given the sound /ing/. • Identify the sound, given the letters ong. • Identify the letters, given the sound /ong/. • Identify the sound, given the letters ung. • Identify the letters, given the sound /ung/. • Identify ending sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| Unit 15 Phonics 15 Words Ending in –ang, –ing, –ong, and –ung 5 Unit Checkpoint | RF.1.3.f | <ul style="list-style-type: none"> • Identify the sound, given the letters ang. • Identify the letters, given the sound /ang/. • Identify the sound, given the letters ing. • Identify the letters, given the sound /ing/. • Identify the sound, given the letters ong. • Identify the letters, given the sound /ong/. • Identify the sound, given the letters ung. • Identify the letters, given the sound /ung/. • Read, write, and spell words containing the letters -ang. • Read, write, and spell words containing the letters -ing. • Read, write, and spell words containing the letters -ong. • Read, write, and spell words containing the letters -ung. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words. • Read Sight Words. |
| Unit 16 Phonics 16 Silent e Spellings for Sounds /ā/, /ɪ/, /ō/, and /ē/ 1 Silent e Spelling for Sound /ā/ | RF.1.3.c, RF.1.3.d, RF.1.3.e | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify syllables in words. • Identify individual sounds in words. • Identify the number of sounds within words. • Identify and use vowels and vowel sounds. • Identify and use the sound /ā/. • Identify and use /ā/ spelling patterns. • Identify the letters, given the sound /ā/. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| Unit 16 Phonics 16 Silent e Spellings for Sounds /ā/, /ɪ/, /ō/, and /ē/ 2 Silent e | RF.1.3.c | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. |

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| <p>Spelling for Sound /ī/</p> | | <ul style="list-style-type: none"> • Identify and use the sound /ā/. • Identify and use /ā/ spelling patterns. • Identify the letters, given the sound /ā/. • Identify and use /ī/ spelling patterns. • Identify the letters, given the sound /ī/. • Identify and use the sound /ī/. • Identify the number of sounds within word. • Blend sounds to create words. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Identify individual sounds in words. |
| <p>Unit 16 Phonics 16 Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/ 3 Silent e Spelling for Sound /ō/</p> | <p>RF.1.3.c</p> | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Write sight words. • Identify and use /ā/ spelling patterns. • Identify and use /ī/ spelling patterns. • Identify and use /ō/ spelling patterns. • Identify and use the sound /ō/. • Identify the letters, given the sound /ō/. • Identify the number of sounds within word. • Identify individual sounds in words. • Blend sounds to create words. • Identify words that rhyme. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify complete sentences. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 16 Phonics 16 Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/ 4 Silent e Spelling for Sound /ē/</p> | <p>RF.1.3.c</p> | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Write sight words. • Identify the new word when one sound is changed in a word. • Identify and use vowels and vowel sounds. • Identify and use the sound /ā/. • Identify and use /ā/ spelling patterns. • Identify the letters, given the sound /ā/. • Identify and use /ī/ spelling patterns. • Identify the letters, given the sound /ī/. • Identify and use the sound /ī/. • Identify and use /ō/ spelling patterns. • Identify and use the sound /ō/. • Identify the letters, given the sound /ō/. • Identify and use /ē/ spelling patterns. • Identify the letters, given the sound /ē/. • Identify and use the sound /ē/. • Identify the number of sounds within word. • Blend sounds to create words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify individual sounds in words. |

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| <p>Unit 16 Phonics 16 Silent e Spellings for Sounds /ā/, /ī/, /ō/, and /ē/ 5 Unit Checkpoint</p> | <p>RF.1.3.c</p> | <ul style="list-style-type: none"> • Identify and use /ē/ spelling patterns. • Identify the letters, given the sound /ē/. • Identify and use the sound /ē/. • Identify and use /ī/ spelling patterns. • Identify the letters, given the sound /ī/. • Identify and use the sound /ī/. • Identify and use the sound /ā/. • Identify and use /ā/ spelling patterns. • Identify the letters, given the sound /ā/. • Identify and use /ō/ spelling patterns. • Identify and use the sound /ō/. • Identify the letters, given the sound /ō/. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. |
| <p>Unit 17 Phonics 17 Silent e Spellings for Sounds /ū/ and Long Double o 1 Introduce Silent e Spelling for Sound /ū/</p> | <p>RF.1.3.c</p> | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use silent e. • Identify and use /ū/ spelling patterns. • Identify the letters, given the sound /ū/. • Identify and use the sound /ū/. • Identify the number of sounds within word. • Blend sounds to create words. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 17 Phonics 17 Silent e Spellings for Sounds /ū/ and Long Double o 2 Practice Silent e Spelling for Sound /ū/</p> | <p>RF.1.3.c</p> | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify letters of the alphabet. • Identify and use vowels and vowel sounds. • Identify and use /ū/ spelling patterns. • Identify the letters, given the sound /ū/. • Identify and use the sound /ū/. • Identify and use silent e. • Identify the new word when one sound is changed in a word. • Blend sounds to create words. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. |
| <p>Unit 17 Phonics 17 Silent e Spellings for Sounds /ū/ and Long Double o 3 Introduce Silent e Spelling for Long Double o Sound</p> | <p>RF.1.3.c RF.1.3.e</p> | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify complete sentences. • Identify and use the long double o sound. • Identify the letters, given the long double o sound. • Identify and use double o (oo) spelling patterns. |

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| | | <ul style="list-style-type: none"> • Identify and use silent e. • Identify the number of sounds within word. • Blend sounds to create words. • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 17 Phonics</p> <p>17 Silent e Spellings for Sounds /ū/ and Long Double o 4</p> <p>Practice Silent e Spelling for Long Double o Sound</p> | RF.1.3.c | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify and use vowels and vowel sounds. • Identify and use silent e. • Identify and use the long double o sound. • Identify the letters, given the long double o sound. • Identify and use double o (oo) spelling patterns. • Identify and use /ū/ spelling patterns. • Identify and use the sound /ū/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Identify individual sounds in words. |
| <p>Unit 17 Phonics</p> <p>17 Silent e Spellings for Sounds /ū/ and Long Double o 5 Unit Checkpoint</p> | RF.1.3.c | <ul style="list-style-type: none"> • Identify and use vowels and vowel sounds. • Identify and use silent e. • Identify and use /ū/ spelling patterns. • Identify the letters, given the sound /ū/. • Identify and use double o (oo) spelling patterns. • Identify the letters, given the long double o sound. • Identify individual sounds in words. • Given the letter, identify the most common letter or letters. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. |
| <p>Unit 18 Phonics</p> <p>18 Sounds /ar/ & /or/, Beginning Blends, and Silent e Spellings</p> <p>1 Introduce Sounds /ar/ and /or/</p> | RF.1.2.c | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify ending sounds in words. • Identify individual sounds in words. • Identify and use the blend -lp. • Identify and use the blend -ct. • Identify and use the blend -lt. • Identify and use the blend -lk. • Identify and use the blend -ft. • Identify and use -ar. • Identify and use -or. • Identify and use vowels and vowel sounds. • Blend sounds to create words. • Identify and use the blend st. • Identify and use the blend sk. • Identify and use the blend -nd. • Identify and use the blend -mp. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Write sight words • Follow three-step directions. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 18 Phonics</p> <p>18 Sounds /ar/ & /or/, Beginning Blends, and Silent e Spellings</p> <p>2 Practice Sounds /ar/ and /or/</p> | RF.1.2.c | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify and use -or. |

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| | | <ul style="list-style-type: none"> • Identify middle sounds in words. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. • Identify words that rhyme. • Identify and use -ar. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write sight words • Follow three-step directions. • Identify individual sounds in words. |
| <p>Unit 18 Phonics 18 Sounds /ar/ & /or/, Beginning Blends, and Silent e Spellings 3 Review Beginning Blends</p> | RF.1.2.c | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify beginning sounds in words. • Identify and use blends. • Identify letters of the alphabet. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 18 Phonics 18 Sounds /ar/ & /or/, Beginning Blends, and Silent e Spellings 4 Review Silent e Spellings</p> | RF.1.2.c | <ul style="list-style-type: none"> • Read Sight Words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify words that rhyme. • Identify and use -ar. • Identify and use -or. • Identify and use vowels and vowel sounds. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |
| <p>Unit 18 Phonics 18 Sounds /ar/ & /or/, Beginning Blends, and Silent e Spellings 5 Unit Checkpoint</p> | RF.1.2.c | <ul style="list-style-type: none"> • Identify and use vowels and vowel sounds. • Identify and use silent e. • Identify and use -ar. • Identify and use -or. • Identify and use blends. • Identify individual sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. |
| <p>Unit 19 Phonics 19 Contractions and Sound /z/ Spelled s, and Heart Words and CVC Words 1 Introduce Spelling Words and Contractions</p> | RF.1.3.g L.1.2.d | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify, create, and read contractions. • Write words by applying grade-level phonics knowledge. • Identify and use contractions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |

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| | | <ul style="list-style-type: none"> • Spell Heart Words. • Spell CVC words. |
| Unit 19 Phonics 19 Contractions and Sound /z/ Spelled s, and Heart Words and CVC Words 2 Practice Spelling Words, and Sound /z/ Spelled s | RF.1.3.g L.1.2.d L.1.2.e | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify, create, and read contractions. • Identify and use contractions. • Identify the letter, given the sounds /s/ and /z/. • Identify the sounds, given the letter s. • Identify ending sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell CVC words. |
| Unit 19 Phonics 19 Contractions and Sound /z/ Spelled s, and Heart Words and CVC Words 3 Practice Spelling Words, and Contractions and Sound /z/ Spelled s | RF.1.3.g L.1.2.d L.1.2.e | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify the letter, given the sounds /s/ and /z/. • Identify the sounds, given the letter s. • Identify ending sounds in words. • Identify, create, and read contractions. • Identify and use contractions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell CVC words. |
| Unit 19 Phonics 19 Contractions and Sound /z/ Spelled s, and Heart Words and CVC Words 4 Contractions, Sound /z/ Spelled s, and Review Spelling Words | RF.1.3.g L.1.2.d L.1.2.e | <ul style="list-style-type: none"> • Read sight words. • Write sight words. • Spell sight words. • Identify, create, and read contractions. • Identify and use contractions. • Identify the letter, given the sounds /s/ and /z/. • Identify the sounds, given the letter s. • Identify ending sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Spell Heart Words. • Spell CVC words. |
| Unit 19 Phonics 19 Contractions and Sound /z/ Spelled s, and Heart Words and CVC Words 5 Unit Checkpoint | RF.1.3.g L.1.2.d L.1.2.e | <ul style="list-style-type: none"> • Identify, create, and read contractions. • Identify and use contractions. • Identify the letter, given the sounds /s/ and /z/. • Identify the sounds, given the letter s. • Identify individual sounds in words. • Identify ending sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. |

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| | | <ul style="list-style-type: none"> • Spell CVC words. |
| <p>Unit 20 Phonics 20 Two-Syllable Words & Schwa Sound and Heart Words & Double Trouble Words 1 Introduce Spelling Words, and Two-Syllable Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify syllables in words. • Identify individual sounds in words. • Identify the number of sounds within words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending with double letters. |
| <p>Unit 20 Phonics 20 Two-Syllable Words & Schwa Sound and Heart Words & Double Trouble Words 2 Practice Spelling Words, and Two-Syllable Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify, create, and read contractions. • Write words by applying grade-level phonics knowledge. • Identify and use contractions. • Blend sounds to create words. • Identify individual sounds in words. • Identify syllables in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Identify the number of sounds within words. • Spell Heart Words. • Spell words ending with double letters. |
| <p>Unit 20 Phonics 20 Two-Syllable Words & Schwa Sound and Heart Words & Double Trouble Words 3 Practice Spelling Words, and Schwa Sound</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the accented syllable, given the word. • Identify syllables in words. • Identify individual sounds in words. • Identify and use the schwa sound. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending with double letters. |
| <p>Unit 20 Phonics 20 Two-Syllable Words & Schwa Sound and Heart Words & Double Trouble Words 4 Schwa Sound, and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify the accented syllable, given the word. • Identify syllables in words. • Identify and use the schwa sound. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Write sight words. • Follow three-step directions. • Spell Heart Words. • Spell words ending with double letters. |
| <p>Unit 20 Phonics 20 Two-Syllable Words & Schwa Sound and Heart Words & Double Trouble Words 5 Unit Checkpoint</p> | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the schwa sound. • Identify syllables in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. |

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| | | <ul style="list-style-type: none"> • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words ending with double letters. |
| <p>Unit 21 Phonics 21 Endings –ing, –est, –ed, and Heart Words & Digraph ck 1 Introduce Spelling Words, and Endings –ing, –est</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify syllables in words. • Identify individual sounds in words. • Identify ending sounds in words. • Identify, read, and write words ending with –ing. • Identify, read, and write words ending with –est. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in the digraph ck. |
| <p>Unit 21 Phonics 21 Endings –ing, –est, –ed, and Heart Words & Digraph ck 2 Practice Spelling Words, and Endings –ing, –est</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify, read, and write words ending with –ing. • Identify, read, and write words ending with –est. • Identify individual sounds in words. • Identify ending sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in the digraph ck. |
| <p>Unit 21 Phonics 21 Endings –ing, –est, –ed, and Heart Words & Digraph ck 3 Practice Spelling Words, and Ending –ed</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify ending sounds in words. • Identify and use ending –ed for /ed/, /d/, and /t/. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in the digraph ck. |
| <p>Unit 21 Phonics 21 Endings –ing, –est, –ed, and Heart Words & Digraph ck 4 Endings –ing, –est, –ed and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify ending sounds in words. • Blend sounds to create words. • Identify and use ending –ed for /ed/, /d/, and /t/. • Write words by applying grade-level phonics knowledge. • Identify, read, and write words ending with –ing. • Identify, read, and write words ending with –est. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write sight words. • Follow three-step directions. • Spell Heart Words. • Spell words ending in the digraph ck. |

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| <p>Unit 21 Phonics 21 Endings –ing, –est, –ed, and Heart Words & Digraph ck 5 Unit Checkpoint</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Identify ending sounds in words. • Identify and use ending –ed for /ed/, /d/, and /t/. • Identify, read, and write words ending with –ing. • Identify, read, and write words ending with –est. • Identify syllables in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words ending in the digraph ck. |
| <p>Unit 22 Phonics 22 Consonant Ending –le, Digraph ph, Heart Words, and Regular Plurals 1 Introduce Spelling Words, and Consonant Ending –le</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify and use –le spelling pattern. • Identify syllables in words. • Identify ending sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell plurals. |
| <p>Unit 22 Phonics 22 Consonant Ending –le, Digraph ph, Heart Words, and Regular Plurals 2 Practice Spelling Words, and Consonant Ending –le</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify and use –le spelling pattern. • Identify ending sounds in words. • Identify syllables in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell plurals. |
| <p>Unit 22 Phonics 22 Consonant Ending –le, Digraph ph, Heart Words, and Regular Plurals 3 Practice Spelling Words, and Digraph ph</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify and use –le spelling pattern. • Identify ending sounds in words. • Identify syllables in words. • Identify and use ph for the sound /f/. • Identify the sound /f/, given the digraph ph. • Identify the digraph ph, given the sound /f/. • Identify and use the digraph ph. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell plurals. |
| <p>Unit 22 Phonics 22 Consonant Ending –le, Digraph ph, Heart Words, and Regular Plurals 4 Digraph ph and Review Spelling Words</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify and use –le spelling pattern. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use ph for the sound /f/. |

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| | | <ul style="list-style-type: none"> • Identify the sound /f/, given the digraph ph. • Identify the digraph ph, given the sound /f/. • Identify and use the digraph ph. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell plurals. |
| <p>Unit 22 Phonics 22 Consonant Ending –le, Digraph ph, Heart Words, and Regular Plurals 5 Unit Checkpoint</p> | RF.1.3.g | <ul style="list-style-type: none"> • Identify and use ph for the sound /f/. • Identify the sound /f/, given the digraph ph. • Identify the digraph ph, given the sound /f/. • Identify and use the digraph ph. • Identify syllables in words. • Identify and use –le spelling pattern. • Identify individual sounds in words. • Identify ending sounds in words. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell plurals. |
| <p>Unit 23 Phonics 23 Spellings for Soft c & Soft g Sounds, and Heart Words & Digraphs th & wh 1 Introduce Spelling Words, and Sound /s/ Spelled c</p> | RF.1.2.d RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify and use c for the sound /s/ • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Identify the number of syllables in a word. • Identify individual sounds in words. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing the digraph th. • Spell words containing the digraph wh. |
| <p>Unit 23 Phonics 23 Spellings for Soft c & Soft g Sounds, and Heart Words & Digraphs th & wh 2 Practice Spelling Words, and Sound /j/ Spelled g</p> | RF.1.2.d RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify and use c for the sound /s/ • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use g for the sound /j/. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Identify individual sounds in words. • Spell Heart Words. • Spell words containing the digraph th. • Spell words containing the digraph wh. |
| <p>Unit 23 Phonics 23 Spellings for Soft c & Soft g Sounds, and Heart Words & Digraphs th & wh 3 Practice Spelling Words, and Sound /j/ Spelled dge</p> | RF.1.2.d RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify and use –dge for the sound /j/. • Identify syllables in words. • Identify individual sounds in words. • Read aloud grade-level text with appropriate |

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| | | <p>automaticity, prosody, accuracy, and rate.</p> <ul style="list-style-type: none"> • Identify complete sentences. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing the digraph th. • Spell words containing the digraph wh. |
| <p>Unit 23 Phonics 23 Spellings for Soft c & Soft g Sounds, and Heart Words & Digraphs th & wh 4 Spellings for Soft c and Soft g, and Review Spelling Words</p> | <p>RF.1.2.d RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify and use c for the sound /s/. • Identify and use g for the sound /j/. • Identify the sound, given the letter c. • Identify the sound, given the letter g. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing the digraph th. • Spell words containing the digraph wh. |
| <p>Unit 23 Phonics 23 Spellings for Soft c & Soft g Sounds, and Heart Words & Digraphs th & wh 5 Unit Checkpoint</p> | <p>RF.1.2.d RF.1.3.g</p> | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify the sound, given the letter g. • Identify the sound, given the letter c. • Identify and use -dge for the sound /j/. • Identify and use c for the sound /s/. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words containing the digraph th. • Spell words containing the digraph wh. |
| <p>Unit 24 Phonics 24 Spellings for Sound /ā/ and Heart Words & Digraphs sh & ch 1 Introduce Spelling Words and Spellings for Sound /ā/</p> | <p>RF.1.2.d RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ā/. • Identify the letters, given the sound /ā/. • Identify and use /ā/ spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing the digraph sh. • Spell words containing the digraph ch. |
| <p>Unit 24 Phonics 24 Spellings for Sound /ā/ and Heart Words & Digraphs sh & ch 2 Practice Spelling Words and Spellings for Sound /ā/ (A)</p> | <p>RF.1.2.d RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /ā/. • Identify the letters, given the sound /ā/. • Identify and use /ā/ spelling patterns. |

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| | | <ul style="list-style-type: none"> • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing the digraph sh. • Spell words containing the digraph ch. |
| Unit 24 Phonics 24 Spellings for Sound /ā/ and Heart Words & Digraphs sh & ch 3 Practice Spelling Words and Spellings for Sound /ā/ (B) | RF.1.2.d RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /ā/. • Identify the letters, given the sound /ā/. • Identify and use /ā/ spelling patterns. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing the digraph sh. • Spell words containing the digraph ch. |
| Unit 24 Phonics 24 Spellings for Sound /ā/ and Heart Words & Digraphs sh & ch 4 Spellings for Sound /ā/ and Review Spelling Words | RF.1.2.d RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ā/. • Identify the letters, given the sound /ā/. • Identify and use /ā/ spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing the digraph sh. • Spell words containing the digraph ch. |
| Unit 24 Phonics 24 Spellings for Sound /ā/ and Heart Words & Digraphs sh & ch 5 Unit Checkpoint | RF.1.2.d RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the sound /ā/. • Identify the letters, given the sound /ā/. • Identify and use /ā/ spelling patterns. • Identify and use silent e. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words containing the digraph sh. • Spell words containing the digraph ch. |
| Unit 25 Phonics 25 Spellings for Sound /ī/ and Heart Words & Ending Blends 1 Introduce Spelling Words and Spellings for Sound /ī/ | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Identify and use the sound /ī/. • Identify the letters, given the sound /ī/. • Identify and use /ī/ spelling patterns. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. |

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| | | <ul style="list-style-type: none"> • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in a consonant blend. |
| Unit 25 Phonics 25 Spellings for Sound /i/ and Heart Words & Ending Blends 2 Practice Spelling Words and Spellings for Sound /i/ (A) | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /i/. • Identify the letters, given the sound /i/. • Identify and use /i/ spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in a consonant blend. |
| Unit 25 Phonics 25 Spellings for Sound /i/ and Heart Words & Ending Blends 3 Practice Spelling Words and Spellings for Sound /i/ (B) | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify and use the sound /i/. • Identify the letters, given the sound /i/. • Identify and use /i/ spelling patterns. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify complete sentences. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in a consonant blend. |
| Unit 25 Phonics 25 Spellings for Sound /i/ and Heart Words & Ending Blends 4 Spellings for Sound /i/ and Review Spelling Words | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Identify and use the sound /i/. • Identify the letters, given the sound /i/. • Identify and use /i/ spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Spell Heart Words. • Spell words ending in a consonant blend. |
| Unit 25 Phonics 25 Spellings for Sound /i/ and Heart Words & Ending Blends 5 Unit Checkpoint | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the sound /i/. • Identify the letters, given the sound /i/. • Identify and use /i/ spelling patterns. • Identify and use silent e. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. |

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| | | <ul style="list-style-type: none"> • Spell words ending in a consonant blend. |
| <p>Unit 26 Phonics 26 Spellings for Sound /ō/ and Heart Words & Beginning Blends 1 Introduce Spelling Words and Spellings for Sound /ō/</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ō/. • Identify the letters, given the sound /ō/. • Identify and use /ō/ spelling patterns. • Identify and use ow for the sound /ō/. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words beginning with a consonant blend. |
| <p>Unit 26 Phonics 26 Spellings for Sound /ō/ and Heart Words & Beginning Blends 2 Practice Spelling Words and Spellings for Sound /ō/ (A)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /ō/. • Identify the letters, given the sound /ō/. • Identify and use /ō/ spelling patterns. • Identify and use ow for the sound /ō/. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words beginning with a consonant blend. |
| <p>Unit 26 Phonics 26 Spellings for Sound /ō/ and Heart Words & Beginning Blends 3 Practice Spelling Words and Spellings for Sound /ō/ (B)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /ō/. • Identify the letters, given the sound /ō/. • Identify and use /ō/ spelling patterns. • Identify and use ow for the sound /ō/. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words beginning with a consonant blend. |
| <p>Unit 26 Phonics 26 Spellings for Sound /ō/ and Heart Words & Beginning Blends 4 Spellings for Sound /ō/ and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ō/. • Identify the letters, given the sound /ō/. • Identify and use /ō/ spelling patterns. • Identify and use ow for the sound /ō/. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Spell Heart Words. |

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| | | <ul style="list-style-type: none"> • Spell words beginning with a consonant blend. |
| <p>Unit 26 Phonics 26 Spellings for Sound /ō/ and Heart Words & Beginning Blends 5 Unit Checkpoint</p> | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the sound /ō/. • Identify the letters, given the sound /ō/. • Identify and use /ō/ spelling patterns. • Identify and use ow for the sound /ō/. • Identify and use silent e. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words beginning with a consonant blend. |
| <p>Unit 27 Phonics 27 Spellings for Sound /ē/ and Heart Words, Digraph Blends, & Trigraphs 1 Introduce Spelling Words and Spellings for Sound /ē/</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ē/. • Identify the letters, given the sound /ē/. • Identify and use /ē/ spelling patterns. • Identify and use ea spelling patterns. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. |
| <p>Unit 27 Phonics 27 Spellings for Sound /ē/ and Heart Words, Digraph Blends, & Trigraphs 2 Practice Spelling Words and Spellings for Sound /ē/ (A)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /ē/. • Identify the letters, given the sound /ē/. • Identify and use /ē/ spelling patterns. • Identify and use ea spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. |
| <p>Unit 27 Phonics 27 Spellings for Sound /ē/ and Heart Words, Digraph Blends, & Trigraphs 3 Practice Spelling Words and Spellings for Sound /ē/ (B)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /ē/. • Identify the letters, given the sound /ē/. • Identify and use /ē/ spelling patterns. • Identify and use ea spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |

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| | | <ul style="list-style-type: none"> • Spell Heart Words. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. |
| <p>Unit 27 Phonics 27 Spellings for Sound /ē/ and Heart Words, Digraph Blends, & Trigraphs 4 Spellings for Sound /ē/, and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ē/. • Identify the letters, given the sound /ē/. • Identify and use /ē/ spelling patterns. • Identify and use ea spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Spell Heart Words. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. |
| <p>Unit 27 Phonics 27 Spellings for Sound /ē/ and Heart Words, Digraph Blends, & Trigraphs 5 Unit Checkpoint</p> | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the sound /ē/. • Identify the letters, given the sound /ē/. • Identify and use /ē/ spelling patterns. • Identify and use ea spelling patterns. • Identify and use silent e. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. |
| <p>Unit 28 Phonics 28 Spellings for Sounds /ū/ and Long Double o, Heart Words, and Oddball Sounds 1 Introduce Spelling Words and Spellings for Sound /ū/</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Identify and use the sound /ū/. • Identify the letters, given the sound /ū/. • Identify and use /ū/ spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. |
| <p>Unit 28 Phonics 28 Spellings for Sounds /ū/ and Long Double o, Heart Words, and Oddball Sounds 2 Practice Spelling Words and Spellings for Long Double o Sound</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the long double o sound. • Identify the letters, given the long double o sound. • Identify and use double o (oo) spelling patterns. • Identify and use silent e. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. |

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| | | <ul style="list-style-type: none"> • Spell Heart Words. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. |
| <p>Unit 28 Phonics 28 Spellings for Sounds /ū/ and Long Double o, Heart Words, and Oddball Sounds 3 Practice Spelling Words and Spellings for Sounds /ū/ & Long Double o</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify and use the sound /ū/. • Identify and use the long double o sound. • Identify individual sounds in words. • Identify words that rhyme. • Identify the letters, given the sound /ū/. • Identify and use /ū/ spelling patterns. • Identify the letters, given the long double o sound. • Identify and use double o (oo) spelling patterns. • Identify and use silent e. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. |
| <p>Unit 28 Phonics 28 Spellings for Sounds /ū/ and Long Double o, Heart Words, and Oddball Sounds 4 Spellings for Sounds /ū/ and Long Double o and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify and use the sound /ū/. • Identify the letters, given the sound /ū/. • Identify and use /ū/ spelling patterns. • Identify and use the long double o sound. • Identify the letters, given the long double o sound. • Identify and use double o (oo) spelling patterns. • Identify and use silent e. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Spell Heart Words. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. |
| <p>Unit 28 Phonics 28 Spellings for Sounds /ū/ and Long Double o, Heart Words, and Oddball Sounds 5 Unit Checkpoint</p> | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the sound /ū/. • Identify the letters, given the sound /ū/. • Identify and use /ū/ spelling patterns. • Identify and use the long double o sound. • Identify the letters, given the long double o sound. • Identify and use double o (oo) spelling patterns. • Identify and use silent e. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. |

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| <p>Unit 29 Phonics 29 Spellings for Double o Sounds, and Heart Words & Sound /kw/ Spelled qu 1 Introduce Spelling Words and Spellings for Short Double o Sound</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify and use double o (oo) spelling patterns. • Identify and use the short double o sound. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in the letter combination qu. |
| <p>Unit 29 Phonics 29 Spellings for Double o Sounds, and Heart Words & Sound /kw/ Spelled qu 2 Practice Spelling Words and Spellings for Double o Sounds (A)</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the number of syllables in a word. • Identify syllables in words. • Identify and use double o (oo) spelling patterns. • Identify and use the short double o sound. • Identify and use the long double o sound. • Identify individual sounds in words. • Identify the new word when one sound is changed in a word. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in the letter combination qu. |
| <p>Unit 29 Phonics 29 Spellings for Double o Sounds, and Heart Words & Sound /kw/ Spelled qu 3 Practice Spelling Words and Spellings for Double o Sounds (B)</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use double o (oo) spelling patterns. • Identify and use the short double o sound. • Identify and use the long double o sound. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in the letter combination qu. |
| <p>Unit 29 Phonics 29 Spellings for Double o Sounds, and Heart Words & Sound /kw/ Spelled qu 4 Spellings for Double o Sounds, and Review Spelling Words</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use double o (oo) spelling patterns. • Identify and use the short double o sound. • Identify and use the long double o sound. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words ending in the letter combination qu. |
| <p>Unit 29 Phonics 29 Spellings for Double o Sounds, and Heart Words & Sound /kw/ Spelled qu 5 Unit Checkpoint</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use double o (oo) spelling patterns. • Identify and use the short double o sound. • Identify and use the long double o sound. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. |

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| | | <ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words ending in the letter combination qu. |
| <p>Unit 30 Phonics 30 Review Long Vowels & Double o Sounds, and Heart Words & Triple Consonant Blends 1 Introduce Spelling Words, and Long Vowels and Double o Sounds</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify long vowel sounds. • Identify and use the long double o sound. • Identify and use double o (oo) spelling patterns. • Identify the correct homophone to complete a sentence. • Identify long vowel sounds. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing triple consonant blends. |
| <p>Unit 30 Phonics 30 Review Long Vowels & Double o Sounds, and Heart Words & Triple Consonant Blends 2 Practice Spelling Words and Long Vowels, Double o Sounds (A)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify long vowel sounds. • Identify individual sounds in words. • Identify and use double o (oo) spelling patterns. • Identify and use the short double o sound. • Identify and use the long double o sound. • Identify the number of syllables in a word. • Identify syllables in words. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing triple consonant blends. |
| <p>Unit 30 Phonics 30 Review Long Vowels & Double o Sounds, and Heart Words & Triple Consonant Blends 3 Practice Spelling Words, and Long Vowels and Double o Sounds (B)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use double o (oo) spelling patterns. • Identify and use the short double o sound. • Identify and use the long double o sound. • Identify individual sounds in words. • Identify long vowel sounds. • Identify the new word when one sound is changed in a word. • Read sight words. • Decode words by applying grade-level word analysis skills. • Spell Heart Words. • Spell words containing triple consonant blends. |
| <p>Unit 30 Phonics 30 Review Long Vowels & Double o Sounds, and Heart Words & Triple Consonant Blends 4 Long Vowels and Double o Sounds, and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify and use double o (oo) spelling patterns. • Identify and use the short double o sound. • Identify and use the long double o sound. • Identify long vowel sounds. • Given the letter, identify the most common sound. • Given the sound, identify the most common letter or letters. |

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| | | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Identify individual sounds in words. • Spell Heart Words. • Spell words containing triple consonant blends. |
| <p>Unit 30 Phonics</p> <p>30 Review Long Vowels & Double o Sounds, and Heart Words & Triple Consonant Blends 5 Unit Checkpoint</p> | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use double o (oo) spelling patterns. • Identify long vowel sounds. • Identify and use the long double o sound. • Identify and use the short double o sound. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words containing triple consonant blends. |
| <p>Unit 31 Phonics</p> <p>31 Sound /er/ Spelled –er, –ir, –ur, –ear, and Heart Words and Long a and i Spelled with a Silent e 1 Introduce Spelling Words, and Sound /er/ Spelled –er, –ir, –ur, –ear</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Identify and use –er. • Identify and use –ir. • Identify and use –ur. • Identify and use –ear. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| <p>Unit 31 Phonics</p> <p>31 Sound /er/ Spelled –er, –ir, –ur, –ear, and Heart Words and Long a and i Spelled with a Silent e 2 Practice Spelling Words, and Sound /er/ Spelled –er, –ir, –ur, –ear (A)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use –er. • Identify and use –ir. • Identify and use –ur. • Identify and use –ear. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| <p>Unit 31 Phonics</p> <p>31 Sound /er/ Spelled –er, –ir, –ur, –ear, and Heart Words and Long a and i Spelled with a Silent e 3 Practice Spelling Words, and Sound /er/ Spelled –er, –ir, –ur, –ear (B)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify and use –er. • Identify and use –ir. |

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| | | <ul style="list-style-type: none"> • Identify and use –ur. • Identify and use –ear. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| <p>Unit 31 Phonics 31 Sound /er/ Spelled –er, –ir, –ur, –ear, and Heart Words and Long a and i Spelled with a Silent e 4 Sound /er/ Spelled –er, –ir, –ur, –ear, and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify and use –er. • Identify and use –ir. • Identify and use –ur. • Identify and use –ear. • Identify individual sounds in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| <p>Unit 31 Phonics 31 Sound /er/ Spelled –er, –ir, –ur, –ear, and Heart Words and Long a and i Spelled with a Silent e 5 Unit Checkpoint</p> | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use –er. • Identify and use –ir. • Identify and use –ur. • Identify and use –ear. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| <p>Unit 32 Phonics 32 Sound /ē/ Spelled ea, and Heart Words & Long e, o, & u Spelled with a Silent e 1 Introduce Spelling Words, and Sound /ē/ Spelled ea</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ē/. • Identify the letter, given the sound /ē/. • Identify and use the sound /ē/. • Identify and use ea spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a long vowel sound and ending with |

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| | | silent e. |
| Unit 32 Phonics 32 Sound /ĕ/ Spelled ea, and Heart Words & Long e, o, & u Spelled with a Silent e 2 Practice Spelling Words, and Sound /ĕ/ Spelled ea (A) | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify and use ea spelling patterns. • Identify and use the sound /ĕ/. • Identify the letters, given the sound /ĕ/. • Identify and use the sound /ē/. • Identify the letters, given the sound /ē/. • Identify individual sounds in words. • Identify syllables in words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| Unit 32 Phonics 32 Sound /ĕ/ Spelled ea, and Heart Words & Long e, o, & u Spelled with a Silent e 3 Practice Spelling Words, and Sound /ĕ/ Spelled ea (B) | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Blend sounds to create words. • Identify individual sounds in words. • Write words by applying grade-level phonics knowledge. • Identify and use the sound /ĕ/. • Identify the letters, given the sound /ĕ/. • Identify and use ea spelling patterns. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| Unit 32 Phonics 32 Sound /ĕ/ Spelled ea, and Heart Words & Long e, o, & u Spelled with a Silent e 4 Sound /ĕ/ Spelled ea, and Review Spelling Words | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use ea spelling patterns. • Identify and use the sound /ĕ/. • Identify the letter, given the sound /ĕ/. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| Unit 32 Phonics 32 Sound /ĕ/ Spelled ea, and Heart Words & Long e, o, & u Spelled with a Silent e 5 Unit Checkpoint | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use ea spelling patterns. • Identify and use the sound /ĕ/. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. |

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| | | <ul style="list-style-type: none"> • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words containing a long vowel sound and ending with silent e. |
| <p>Unit 33 Phonics</p> <p>33 Sound /oi/ Spelled oi & oy, and Heart Words, & Short Vowel Sounds with a Silent e 1 Introduce Spelling Words, and Sound /oi/ Spelled oi & oy</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /oi/. • Identify and use oi and oy spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a short vowel sound and ending with silent e. |
| <p>Unit 33 Phonics</p> <p>33 Sound /oi/ Spelled oi & oy, and Heart Words, & Short Vowel Sounds with a Silent e 2 Practice Spelling Words, and Sound /oi/ Spelled oi & oy (A)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /oi/. • Identify and use oi and oy spelling patterns. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a short vowel sound and ending with silent e. |
| <p>Unit 33 Phonics</p> <p>33 Sound /oi/ Spelled oi & oy, and Heart Words, & Short Vowel Sounds with a Silent e 3 Practice Spelling Words, and Sound /oi/ Spelled oi & oy (B)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify syllables in words. • Identify and use the sound /oi/. • Identify and use oi and oy spelling patterns. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a short vowel sound and ending with silent e. |
| <p>Unit 33 Phonics</p> <p>33 Sound /oi/ Spelled oi & oy, and Heart Words, & Short Vowel Sounds with a Silent e 4 Sound /oi/ Spelled oi & oy, and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify complete sentences. • Capitalize the first word in a sentence. • Use question marks to end asking sentences. • Use periods to end telling sentences. • Identify individual sounds in words. • Identify and use the sound /oi/. |

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| | | <ul style="list-style-type: none"> • Identify and use oi and oy spelling patterns. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words containing a short vowel sound and ending with silent e. |
| Unit 33 Phonics 33 Sound /oi/ Spelled oi & oy, and Heart Words, & Short Vowel Sounds with a Silent e 5 Unit Checkpoint | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the sound /oi/. • Identify and use oi and oy spelling patterns. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words containing a short vowel sound and ending with silent e. |
| Unit 34 Phonics 34 Sound /aw/ Spelled au & aw, and Heart Words & the Ending -ed 1 Introduce Spelling Words, and Sound /aw/ Spelled au & aw | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Identify and use the sound /aw/. • Identify and use au and aw spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words with the ending -ed. |
| Unit 34 Phonics 34 Sound /aw/ Spelled au & aw, and Heart Words & the Ending -ed 2 Practice Spelling Words, and Sound /aw/ Spelled au & aw (A) | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Produce rhyming words. • Identify and use the sound /aw/. • Identify and use au and aw spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Follow three-step directions. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words with the ending -ed. |
| Unit 34 Phonics 34 Sound /aw/ Spelled au & aw, and Heart Words & the Ending -ed 3 Practice Spelling Words, and Sound /aw/ Spelled au & aw (B) | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify individual sounds in words. • Identify and use the sound /aw/. |

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| | | <ul style="list-style-type: none"> • Identify and use au and aw spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words with the ending -ed. |
| Unit 34 Phonics 34 Sound /aw/ Spelled au & aw, and Heart Words & the Ending -ed 4 Sound /aw/ Spelled au & aw, and Review Spelling Words | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Write sight words. • Identify the new word when one sound is changed in a word. • Identify individual sounds in words. • Identify and use the sound /aw/. • Identify and use au and aw spelling patterns. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words with the ending -ed. |
| Unit 34 Phonics 34 Sound /aw/ Spelled au & aw, and Heart Words & the Ending -ed 5 Unit Checkpoint | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the sound /aw/. • Identify and use au and aw spelling patterns. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words with the ending -ed. |
| Unit 35 Phonics 35 Sound /ow/ Spelled ou & ow, and Heart Words, & Doubling Consonants when Adding -ing & -ed 1 Introduce Spelling Words, and Sound /ow/ Spelled ou & ow | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Blend sounds to create words. • Identify and use the sound /ow/. • Identify and use ou and ow spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| Unit 35 Phonics 35 Sound /ow/ Spelled ou & ow, and Heart Words, & Doubling Consonants when Adding -ing & -ed 2 Practice Spelling Words, and Sound /ow/ Spelled ou & ow (A) | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ow/. • Identify and use ou and ow spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, |

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| | | <ul style="list-style-type: none"> prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 35 Phonics 35 Sound /ow/ Spelled ou & ow, and Heart Words, & Doubling Consonants when Adding -ing & -ed 3 Practice Spelling Words, and Sound /ow/ Spelled ou & ow (B)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Identify and use the sound /ow/. • Identify and use ou and ow spelling patterns. • Write words by applying grade-level phonics knowledge. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 35 Phonics 35 Sound /ow/ Spelled ou & ow, and Heart Words, & Doubling Consonants when Adding -ing & -ed 4 Sound /ow/ Spelled ou & ow, and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use the sound /ow/. • Identify and use ou and ow spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 35 Phonics 35 Sound /ow/ Spelled ou & ow, and Heart Words, & Doubling Consonants when Adding -ing & -ed 5 Unit Checkpoint</p> | RF.1.3.g | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use the sound /ow/. • Identify and use ou and ow spelling patterns. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 36 Phonics 36 Sound /ō/ Spelled ow, and Review Heart Words & Spelling Conventions 1 Introduce Spelling Words, and Sound /ō/ Spelled ow</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use ow for the sound /ō/. • Identify and use the sound /ow/. • Identify and use ou and ow spelling patterns. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. |

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| | | <ul style="list-style-type: none"> • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell CVC words. • Spell words ending with double letters. • Spell words ending in the digraph ck. • Spell plurals. • Spell words containing the digraph th. • Spell words containing the digraph wh. • Spell words containing the digraph sh. • Spell words containing the digraph ch. • Spell words ending in a consonant blend. • Spell words beginning with a consonant blend. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. • Spell words containing the letter combination qu. • Spell words containing triple consonant blends. • Spell words containing a long vowel sound and ending with silent e. • Spell words containing a short vowel sound and ending with silent e. • Spell words with the endings -ed. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 36 Phonics 36 Sound /ō/ Spelled ow, and Review Heart Words & Spelling Conventions 2 Practice Spelling Words, and Sound /ō/ Spelled ow (A)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Identify and use ow for the sound /ō/. • Identify and use the sound /ow/. • Identify and use ou and ow spelling patterns. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell CVC words. • Spell words ending with double letters. • Spell words ending in the digraph ck. • Spell plurals. • Spell words containing the digraph th. • Spell words containing the digraph wh. • Spell words containing the digraph sh. • Spell words containing the digraph ch. • Spell words ending in a consonant blend. • Spell words beginning with a consonant blend. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. • Spell words containing the letter combination qu. • Spell words containing triple consonant blends. • Spell words containing a long vowel sound and ending with silent e. |

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| | | <ul style="list-style-type: none"> • Spell words containing a short vowel sound and ending with silent e. • Spell words with the endings -ed. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 36 Phonics 36 Sound /ō/ Spelled ow, and Review Heart Words & Spelling Conventions 3 Practice Spelling Words, and Sound /ō/ Spelled ow (B)</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Identify individual sounds in words. • Identify and use ow for the sound /ō/. • Write words by applying grade-level phonics knowledge. • Identify complete sentences. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell CVC words. • Spell words ending with double letters. • Spell words ending in the digraph ck. • Spell plurals. • Spell words containing the digraph th. • Spell words containing the digraph wh. • Spell words containing the digraph sh. • Spell words containing the digraph ch. • Spell words ending in a consonant blend. • Spell words beginning with a consonant blend. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. • Spell words containing the letter combination qu. • Spell words containing triple consonant blends. • Spell words containing a long vowel sound and ending with silent e. • Spell words containing a short vowel sound and ending with silent e. • Spell words with the endings -ed. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 36 Phonics 36 Sound /ō/ Spelled ow, and Review Heart Words & Spelling Conventions 4 Sound /ō/ Spelled ow, and Review Spelling Words</p> | RF.1.3.g | <ul style="list-style-type: none"> • Read sight words. • Spell sight words. • Identify individual sounds in words. • Blend sounds to create words. • Identify and use ow for the sound /ō/. • Write words by applying grade-level phonics knowledge. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Decode words by applying grade-level word analysis skills. • Increase reading fluency rate. • Demonstrate automaticity. • Demonstrate prosody. • Spell Heart Words. • Spell CVC words. • Spell words ending with double letters. • Spell words ending in the digraph ck. • Spell plurals. • Spell words containing the digraph th. |

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| | | <ul style="list-style-type: none"> • Spell words containing the digraph wh. • Spell words containing the digraph sh. • Spell words containing the digraph ch. • Spell words ending in a consonant blend. • Spell words beginning with a consonant blend. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. • Spell words containing the letter combination qu. • Spell words containing triple consonant blends. • Spell words containing a long vowel sound and ending with silent e. • Spell words containing a short vowel sound and ending with silent e. • Spell words with the endings -ed. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 36 Phonics 36 Sound /ō/ Spelled ow, and Review Heart Words & Spelling Conventions 5 Unit Checkpoint</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Identify individual sounds in words. • Identify and use /ō/ spelling patterns. • Identify and use ow for the sound /ō/. • Identify and use the sound /ow/. • Identify and use ou and ow spelling patterns. • Read instructional-level text with 90% accuracy. • Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate. • Write words by applying grade-level phonics knowledge. • Read Sight Words. • Write sight words. • Spell Heart Words. • Spell CVC words. • Spell words ending with double letters. • Spell words ending in the digraph ck. • Spell plurals. • Spell words containing the digraph th. • Spell words containing the digraph wh. • Spell words containing the digraph sh. • Spell words containing the digraph ch. • Spell words ending in a consonant blend. • Spell words beginning with a consonant blend. • Spell words containing a digraph blend. • Spell words containing the trigraph tch. • Spell words ending in -ang, -ing, -ong, or -ung. • Spell words ending in -ank, -ink, -onk, or -unk. • Spell words containing the letter combination qu. • Spell words containing triple consonant blends. • Spell words containing a long vowel sound and ending with silent e. • Spell words containing a short vowel sound and ending with silent e. • Spell words with the endings -ed. • Spell words requiring a doubled consonant before the endings -ed or -ing. |
| <p>Unit 36 Phonics 36 Sound /ō/ Spelled ow, and Review Heart Words & Spelling Conventions 4 Sound /ă/ Spelled ow, and Review Spelling Words</p> | <p>RF.1.3.g</p> | <ul style="list-style-type: none"> • Spell sight words. • Identify letters of the alphabet. • Identify individual sounds in words. • Identify ending sounds in words. • Identify the letter, given the sound /ă/. • Identify the sound, given the letter a. |

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| | | <ul style="list-style-type: none"> • Identify and use the sound /ă/. • Read sight words. • Write words by applying grade-level phonics knowledge. • Follow three-step directions. |
| Unit 36 Phonics 36 Sound /ō/ Spelled ow, and Review Heart Words & Spelling Conventions 5 Unit Checkpoint | RF.1.2.a | <ul style="list-style-type: none"> • Follow three-step directions. • Write words by applying grade-level phonics knowledge. • Spell sight words. • Identify individual sounds in words. • Identify beginning sounds in words. • Identify the number of sounds within words. • Identify the sound, given the letter o. • Identify and use the sound /ō/. • Read sight words. • Identify the letter, given the sound /ō/. |
| Unit 1 Literature 1 How Are You Feeling? 1 Introduce Bedtime for Frances | RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension is facilitated when readers connect new information to information previously learned. • Good readers interact with text to: make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. |
| Unit 1 Literature 1 How Are You Feeling? 2 Explore Bedtime for Frances | RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension requires an understanding of story structure. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. |
| Unit 1 Literature 1 How Are You Feeling? 3 Explore Poems About Games | RL.1.1 SL.1.2 | <ul style="list-style-type: none"> • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Readers must focus on the specific language of a text to aid in interpretation. |
| Unit 1 Literature 1 How Are You Feeling? 4 Explore "Sing a Song of People" | RL.1.1 RL.1.4 SL.1.2 SL.1.1.2 | <ul style="list-style-type: none"> • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Readers must focus on the specific language of a text to aid in interpretation. • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. |
| Unit 1 Literature 1 How Are You Feeling? 5 Explore Poems About Animals (A) | RL.1.1 RL.1.4 SL.1.2 SL.1.1.2 | <ul style="list-style-type: none"> • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Readers must focus on the specific language of a text to aid in interpretation. • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. |
| Unit 1 Literature 1 How Are You Feeling? 6 Explore "Table Manners" | RL.1.1 RL.1.4 SL.1.2 SL.1.1.2 | <ul style="list-style-type: none"> • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Readers must focus on the specific language of a text to aid in interpretation. • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. |
| Unit 2 Literature 2 Sharing Through Stories 1 Introduce The Legend of the Bluebonnet | RL.1.1 RL.1.5 SL.1.2 SL.1.1.2 L.1.4.a | <ul style="list-style-type: none"> • Good readers interact with text to: make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. |
| Unit 2 Literature 2 Sharing Through Stories 2 Explore The Legend of the Bluebonnet | RL.1.2 RL.1.9 L.1.4.a | <ul style="list-style-type: none"> • Comprehension entails having and knowing a purpose for reading. • An awareness of story structure elements (setting, characters, plot) provides |

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| | | <p>readers a foundation for constructing meaning when reading new stories and writing their own stories.</p> <ul style="list-style-type: none"> • To understand and interpret a story, readers need to understand and describe characters and what they do. |
| Unit 2 Literature 2 Sharing Through Stories 3 Introduce "The Legend of the Dipper" | RL.1.1 RL.1.5 SL.1.1.2 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. |
| Unit 2 Literature 2 Sharing Through Stories 4 Explore "The Legend of the Dipper" | RL.1.5 RL.1.9 | <ul style="list-style-type: none"> • Comprehension entails having and knowing a purpose for reading. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • To understand and interpret a story, readers need to understand and describe characters and what they do. |
| Unit 2 Literature 2 Sharing Through Stories 5 Introduce "Telling Stories Around the World" | RI.1.2 W.1.5 W.1.6 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. |
| Unit 2 Literature 2 Sharing Through Stories 6 Explore "Telling Stories Around the World" | RI.1.2 | <ul style="list-style-type: none"> • Comprehension is facilitated by an understanding of physical presentation (for example, headings, subheads, graphics, and other features). |
| Unit 2 Literature 2 Sharing Through Stories 7 Introduce "Medio Pollito: The Little Half-Chick" | RL.1.2 RL.1.5 | <ul style="list-style-type: none"> • Good readers interact with text to: make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. |
| Unit 2 Literature 2 Let's Share Through Stories 8 Explore "Medio Pollito: The Little Half-Chick" | RL.1.2 RL.1.5 RL.1.9 | <ul style="list-style-type: none"> • To understand and interpret a story, readers need to understand and describe characters and what they do. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instruction). |
| Unit 3 Literature 3 There's Magic in the Air 1 Explore "Wynken, Blynken, and Nod" | RL.1.1 RL.1.4 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Readers who visualize, or form mental pictures, while they read have better recall of text than those who do not. |
| Unit 3 Literature 3 There's Magic in the Air 2 Introduce Sylvester and the Magic Pebble | RL.1.3 SL.1.1.b | <ul style="list-style-type: none"> • Good readers interact with text to: make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. |
| Unit 3 Literature 3 There's Magic in the Air 3 Explore Sylvester and the Magic Pebble | RL.1.3 SL.1.1.b | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instruction). • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. |
| Unit 3 Literature 3 There's Magic in the Air 4 Explore "The Owl and the Pussycat" | RL.1.2 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Poems are different from prose in structure and content. They |

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| | | <p>are generally organized in lines and often contain rhymes.</p> <ul style="list-style-type: none"> • Readers who visualize, or form mental pictures, while they read have better recall of text than those who do not. • Comprehension entails an understanding of the organizational patterns of text. |
| Unit 3 Literature 3 There's Magic in the Air 5 Introduce "King Midas" | RL.1.2 RL.1.5 | <ul style="list-style-type: none"> • Good readers interact with text to: make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • Comprehension is facilitated when readers connect new information to information previously learned. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. |
| Unit 3 Literature 3 There's Magic in the Air 6 Explore "King Midas" | RL.1.2 RL.1.5 | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. |
| Unit 4 You Need to Make a Choice 4 1 Reader's Choice (A) | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Modeling fluent reading helps develop fluency. |
| Unit 4 You Need to Make a Choice 4 2 Reader's Choice (B) | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Modeling fluent reading helps develop fluency. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instructions). (B3) • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. |
| Unit 4 You Need to Make a Choice 4 3 Reader's Choice (C) | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Modeling fluent reading helps develop fluency. |
| Unit 4 You Need to Make a Choice 4 4 Reader's Choice (D) | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Modeling fluent reading helps develop fluency. |
| Unit 4 You Need to Make a Choice 4 5 Reader's Choice (E) | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Modeling fluent reading helps develop fluency. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instruction). |

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| Unit 4 You Need to Make a Choice 4 6 Reader's Choice (F) | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Modeling fluent reading helps develop fluency. |
| Unit 4 You Need to Make a Choice 4 7 Reader's Choice (G) | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Modeling fluent reading helps develop fluency. |
| Unit 4 You Need to Make a Choice 4 8 Reader's Choice (H) | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Modeling fluent reading helps develop fluency. |
| Unit 4 You Need to Make a Choice 4 9 Choose a Book Project | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • Reading a book of their own choosing helps motivate students to read. • Reading for pleasure helps students develop fluency and a lifelong love of reading. • Strong readers are able to articulate their comprehension and exchange ideas about what they have read. |
| Unit 4 You Need to Make a Choice 4 10 Complete a Book Project | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • Reading a book of their own choosing helps motivate students to read. • Reading for pleasure helps students develop fluency and a lifelong love of reading. • Strong readers are able to articulate their comprehension and exchange ideas about what they have read. |
| Unit 4 You Need to Make a Choice 4 11 YC | SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3 SL.1.5 | <ul style="list-style-type: none"> • Reading a book of their own choosing helps motivate students to read. • Reading for pleasure helps students develop fluency and a lifelong love of reading. • Strong readers are able to articulate their comprehension and exchange ideas about what they have read. |
| Unit 5 Literature: How's the Weather 5 How's the Weather? 1 Explore Poems About the Weather (A) | RL.1.6 | <ul style="list-style-type: none"> • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Readers must focus on the specific language of a text to aid in interpretation. |
| Unit 5 Literature: How's the Weather 5 How's the Weather? 2 Introduce "Strong Wind's Bride" | L.1.4.a RL.1.2 RL.1.5 RL.1.7 L.1.4.a | <ul style="list-style-type: none"> • Comprehension entails an understanding of story structure. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instruction). • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. • Comprehension requires the reader to self-monitor understanding. |
| Unit 5 Literature: How's the Weather 5 How's the Weather? 3 Explore "Strong Wind's Bride" | RL.1.2 RL.1.5 RL.1.7 | <ul style="list-style-type: none"> • Comprehension entails having and knowing a purpose for reading. • An awareness of story structure elements (setting, characters, |

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| | L.1.4.a | <p>plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories.</p> <ul style="list-style-type: none"> • To understand and interpret a story, readers need to understand and describe characters and what they do. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Comprehension entails asking and answering questions about text. |
| Unit 5 Literature: How's the Weather 5 How's the Weather? 4 Explore Poems About the Weather (B) | RL.1.1 RL.1.3 | <ul style="list-style-type: none"> • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Readers must focus on the specific language of a text to aid in interpretation. |
| Unit 5 Literature: How's the Weather 5 How's the Weather? 5 Introduce "Shedding Light on Rainbows" | RI.1.3 RI.1.5 | <ul style="list-style-type: none"> • Comprehension entails having and knowing a purpose for reading. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension entails asking and answering questions about the text. |
| Unit 5 Literature: How's the Weather 5 How's the Weather? 6 Explore "Shedding Light on Rainbows" | RI.1.3 RI.1.5 | <ul style="list-style-type: none"> • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Comprehension is facilitated by an understanding of physical presentation (for example, headings, subheads, graphics, and other features). |
| Unit 5 Literature: How's the Weather 5 How's the Weather? 7 Explore Poems About the Weather (C) | RL.1.1 RL.1.3 | <ul style="list-style-type: none"> • Readers must focus on the specific language of a text to aid in interpretation. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. |
| Unit 6 Literature: Worldly Wisdom 6 Worldly Wisdom 1 Introduce "The Woodpecker, Turtle, and Deer" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. |
| Unit 6 Literature: Worldly Wisdom 6 Worldly Wisdom 2 Explore "The Woodpecker, Turtle, and Deer" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension requires the reader to self-monitor understanding. • Comprehension entails an understanding of the organizational patterns of text. |
| Unit 6 Literature: Worldly Wisdom 6 Worldly Wisdom 3 Introduce "Stone Soup" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they |

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| | | read. |
| Unit 6 Literature: Worldly Wisdom 6 Worldly Wisdom 4 Explore "Stone Soup" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension requires the reader to self-monitor understanding. • Comprehension entails an understanding of the organizational patterns of text. |
| Unit 6 Literature: Worldly Wisdom 6 Worldly Wisdom 5 Introduce "Budulinek" | W.1.6 | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. |
| Unit 6 Literature: Worldly Wisdom 6 Worldly Wisdom 6 Explore "Budulinek" | W.1.6 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Comprehension requires the reader to self-monitor understanding. • Comprehension entails an understanding of the organizational patterns of text. |
| Unit 6 Literature: Worldly Wisdom 6 Worldly Wisdom 7 Introduce "Issun Boshi" | RL.1.7 L.1.4.a | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. |
| Unit 6 Literature: Worldly Wisdom 6 Worldly Wisdom 8 Explore "Issun Boshi" | RL.1.7 L.1.4.a | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instruction). • Comprehension requires the reader to self-monitor understanding. • Comprehension entails an understanding of the organizational patterns of text. |
| Unit 7 Literature: Mid-Semester Checkpoint 7 1 Mid-Semester Assessment (Read Aloud) | W.1.5 W.1.6 | |
| Unit 8 Literature: You Read What You Sow 8 You Reap What You Sow 1 Introduce "The Poor Man's Reward" | RL.1.1 RL.1.2 SL.1.1.2 W.1.5 | <ul style="list-style-type: none"> • Comprehension entails asking and answering questions about the text. • Comprehension requires the reader to self-monitor understanding. |
| Unit 8 Literature: You Read What You Sow 8 You Reap What You Sow 2 Explore "The Poor Man's Reward" | RL.1.2 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. |
| Unit 8 Literature: You Read What You Sow 8 You Reap What You Sow 3 Introduce "The Water of Life" | RL.1.1 RL.1.3 SL.1.1.2 | <ul style="list-style-type: none"> • Comprehension entails asking and answering questions about the text. • Comprehension requires the reader to self-monitor understanding. |
| Unit 8 Literature: You Read What You Sow 8 You Reap What You Sow 4 Explore "The Water of Life" | RL.1.3 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Good readers use prior knowledge and text clues to infer or |

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| | | draw conclusions about what is implied but not directly stated in text. |
| Unit 8 Literature: You Read What You Sow 8 You Reap What You Sow 5 Introduce "The Wonderful Brocade" | L.1.4.a RL.1.3 RL.1.7 W.1.5 | <ul style="list-style-type: none"> • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instruction). |
| Unit 8 Literature: You Read What You Sow 8 You Reap What You Sow 6 Explore "The Wonderful Brocade" | L.1.4.a RL.1.3 RL.1.7 W.1.5 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 1 Introduce "Sheep in a Jeep" | RI.1.10 | <ul style="list-style-type: none"> • Comprehension requires the reader to self-monitor understanding. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • During shared-reading activities, students learn more about how print works. • Repeated rereading leads to increased fluency. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 2 Explore "Sheep in a Jeep" | RL.1.9 RL.1.10 RF.1.4.a RF.1.4.b | <ul style="list-style-type: none"> • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • During shared-reading activities, students learn more about how print works. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Repeated rereading leads to increased fluency. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 3 Explore Poems About Animals (B) | RF.1.4.a RF.1.4.b RL.1.10 | <ul style="list-style-type: none"> • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • During shared-reading activities, students learn more about how print works. • Comprehension requires the reader to self-monitor understanding. • Repeated rereading leads to increased fluency. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 4 Explore "Did You Ever See . . . ?" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • Comprehension requires the reader to self-monitor understanding. • Sight words are words that are taught as whole words and should be recognized instantly by readers. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 5 Explore "Tongue-Twisters" | RL.1.4 | <ul style="list-style-type: none"> • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. • Readers who visualize, or form mental pictures, while they read have better recall of text than those who do not. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 6 Introduce "Morris Has a Cold" | RF.1.4.a, RF.1.4.b RL.1.3 RL.1.10 | <ul style="list-style-type: none"> • To understand and interpret a story, readers need to understand and describe characters and what they do. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • During shared-reading activities, students learn more about how print works. |

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| | | <ul style="list-style-type: none"> • Comprehension requires the reader to self-monitor understanding. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 7 Explore "Morris Has a Cold" | RF.1.4.a, RF.1.4.b RL.1.3 RL.1.10 | <ul style="list-style-type: none"> • Readers must focus on the specific language of a text to aid in interpretation. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • During shared-reading activities, students learn more about how print works. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 8 Introduce Amelia Bedelia | RF.1.4.a, RF.1.4.b RL.1.3 RL.1.10 | <ul style="list-style-type: none"> • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • Comprehension requires the reader to self-monitor understanding. • Readers must focus on the specific language of a text to aid in interpretation. |
| Unit 9 Literature: A Whirl of Words 9 A Whirl of Words 9 Explore Amelia Bedelia | RF.1.4.a, RF.1.4.b RL.1.3 RL.1.10 | <ul style="list-style-type: none"> • Readers must focus on the specific language of a text to aid in interpretation. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • To understand and interpret a story, readers need to understand and describe characters and what they do. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 1 Explore Poems About the Weather (D) | RL.1.1 RL.1.4 | <ul style="list-style-type: none"> • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. • Readers who visualize, or form mental pictures, when they read have better recall of text than those who do not. • Readers must focus on the specific language of a text to aid in interpretation. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • Repeated rereading leads to increased fluency. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 2 Introduce "Our Earth in Space" | RI.1.2 RI.1.4 RI.1.8 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Comprehension is facilitated by an understanding of physical presentation (e.g. headings, subheads, graphics, and other features). • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • During shared-reading activities, students learn more about how print works. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 3 Explore "Our Earth in Space" | RI.1.4 RI.1.8 | <ul style="list-style-type: none"> • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Comprehension entails an understanding of the organizational patterns of text. • During shared-reading activities, students learn more about how print works. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 4 Introduce "By the Light of the Moon" | RI.1.1 RI.1.4 | <ul style="list-style-type: none"> • Activating prior knowledge provides a framework for a reader to organize and connect new information to information |

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| | RI.1.5 | <p>previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read.</p> <ul style="list-style-type: none"> • Comprehension entails having and knowing a purpose for reading. • During shared-reading activities, students learn more about how print works. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 5 Explore "By the Light of the Moon" | RI.1.1 RI.1.4 RI.1.5 | <ul style="list-style-type: none"> • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Comprehension is facilitated by an understanding of physical presentation (for example, headings, subheads, graphics, and other features). • Comprehension entails an understanding of the organizational patterns of text. • During shared-reading activities, students learn more about how print works. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 6 Introduce "The Eagle on the Moon" | RI.1.2 RI.1.4 RI.1.5 | <ul style="list-style-type: none"> • Comprehension entails having and knowing a purpose for reading. • Self-questioning improves comprehension and ensures that reading is an interactive process. • Comprehension requires the reader to self-monitor understanding. • During shared-reading activities, students learn more about how print works. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 7 Explore "The Eagle on the Moon" | RI.1.4 RI.1.5 | <ul style="list-style-type: none"> • Comprehension is facilitated by an understanding of physical presentation (for example, headings, subheads, graphics, and other features). • Comprehension entails an understanding of the organizational patterns of text. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • During shared-reading activities, students learn more about how print works. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 8 Introduce "Women in Space" | RI.1.3 RI.1.4 | <ul style="list-style-type: none"> • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension entails having and knowing a purpose for reading. • Self-questioning improves comprehension and ensures that reading is an interactive process. • Comprehension is facilitated by an understanding of physical presentation (for example, headings, subheads, graphics, and other features). • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • During shared-reading activities, students learn more about how print works. |
| Unit 10 Literature: Our Place in Space 10 Our Place in Space 9 Explore "Women in Space" | RI.1.3 RI.1.4 RF.1.4.c | <ul style="list-style-type: none"> • Readers must focus on the specific language of a text to aid in interpretation. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. • Comprehension strategies can be taught through explicit instruction. • Self-questioning improves comprehension and ensures that reading is an interactive process. • Verbalizing your thoughts while modeling a reading strategy |

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| | | <p>allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text.</p> <ul style="list-style-type: none"> • Comprehension is facilitated when readers connect new information to information previously learned. |
| Unit 11 Literature: If You're Happy and You Know It 11 If You're Happy and You Know It 1 Introduce "The Pine Tree and Its Needles" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension requires an understanding of story structure. • Repeated rereading leads to increased fluency. • During shared-reading activities, students learn more about how print works. |
| Unit 11 Literature: If You're Happy and You Know It 11 If You're Happy and You Know It 2 Explore "The Pine Tree and Its Needles" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Interpreting text requires close attention to content and literary elements. • Repeated rereading leads to increased fluency. • During shared-reading activities, students learn more about how print works. |
| Unit 11 Literature: If You're Happy and You Know It 11 If You're Happy and You Know It 3 Introduce "The Little Rabbit Who Wanted Red Wings" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • During shared-reading activities, students learn more about how print works. • Readers must focus on the specific language of a text to aid in interpretation. • Comprehension requires an understanding of story structure. |
| Unit 11 Literature: If You're Happy and You Know It 11 If You're Happy and You Know It 4 Explore "The Little Rabbit Who Wanted Red Wings" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. |
| Unit 11 Literature: If You're Happy and You Know It 11 If You're Happy and You Know It 5 Introduce "The Country Mouse and the City Mouse" | RL.1.3 RF.1.4.c | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • During shared-reading activities, students learn more about how print works. |
| Unit 11 Literature: If You're Happy and You Know It 11 If You're Happy and You Know It 6 Explore "The Country Mouse and the City Mouse" | RL.1.3 RF.1.4.c | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires an understanding of story structure. • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. |
| Unit 11 Literature: If You're Happy and You Know It 11 If You're Happy and You Know It 7 Introduce "The Cap That Mother Made" | RL.1.3 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instruction). |

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| | | <ul style="list-style-type: none"> • During shared-reading activities, students learn more about how print works. |
| Unit 11 Literature: If You're Happy and You Know It 11 If You're Happy and You Know It 8 Explore "The Cap That Mother Made" | RL.1.3 | <ul style="list-style-type: none"> • Readers must focus on the specific language of a text to aid in interpretation. • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. • Readers who visualize, or form mental pictures, while they read have better recall of text than those who do not. • During shared-reading activities, students learn more about how print works. |
| Unit 12 Semester Review and Checkpoint 1 Semester Review 2 Semester Assessment (Read Aloud/) | W.1.5 W.1.6 | |
| Unit 13 Literature: Colonial Times 13 Colonial Times 1 Explore The First Thanksgiving (A) | RI.1.6 RF.1.1.a | <ul style="list-style-type: none"> • Previewing text helps readers to call up prior knowledge they will need to help them understand what they will be reading. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension is facilitated when readers connect new information to information previously learned. • Comprehension entails an understanding of the organizational patterns of text. • Good readers use prior knowledge and text clues to infer, or draw conclusions about what is implied but not directly stated in text. |
| Unit 13 Literature: Colonial Times 13 Colonial Times 2 Explore The First Thanksgiving (B) | RF.1.1.a | <ul style="list-style-type: none"> • Previewing text helps readers call up prior knowledge they will need to help them understand what they will be reading. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension entails an understanding of the organizational patterns of text. • Good readers use prior knowledge and text clues to infer, or draw conclusions about what is implied but not directly stated in text. |
| Unit 13 Literature: Colonial Times 13 Colonial Times 3 Explore "Thanksgiving Day" | RI.1.9 RF.1.1.a | <ul style="list-style-type: none"> • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension is facilitated when readers connect new information to information previously learned. • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. • Readers must focus on the specific language of a text to aid in interpretation. • Good readers use prior knowledge and text clues to infer, or draw conclusions about what is implied but not directly stated in text. • Readers who visualize, or form mental pictures, while they read have better recall of text than those who do not. • Repeated rereading leads to increased fluency. |

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| | | <ul style="list-style-type: none"> • During shared-reading activities, students learn more about how print works. |
| Unit 13 Literature: Colonial Times 13 Colonial Times 4 Introduce "Digging into Jamestown" | RI.1.6 RI.1.7 RI.1.8 RF.1.1.a | <ul style="list-style-type: none"> • Previewing text helps readers to call up prior knowledge they will need to help them understand what they will be reading. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension is facilitated when readers connect new information to information previously learned. • Comprehension entails an understanding of the organizational patterns of text. • During shared-reading activities, students learn more about how print works . |
| Unit 13 Literature: Colonial Times 13 Colonial Times 5 Explore "Digging into Jamestown" | RI.1.6 RI.1.7 RI.1.8 RF.1.1.a | <ul style="list-style-type: none"> • Previewing text helps readers to call up prior knowledge they will need to help them understand what they will be reading. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension entails an understanding of the organizational patterns of text. • Comprehension is facilitated by an understanding of physical presentation (for example, headings, subheads, graphics, and other features). |
| Unit 13 Literature: Colonial Times 13 Colonial Times 6 Introduce "Colonial Kids" | RI.1.6 RI.1.7 RI.1.8 | <ul style="list-style-type: none"> • Previewing text helps readers call up prior knowledge they will need to help them understand what they will be reading. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension entails an understanding of the organizational patterns of text. • Comprehension is facilitated by an understanding of physical presentation (for example, headings, subheads, graphics, and other features). • Comprehension is enhanced when information is presented through more than one learning modality; learning modalities are visual (seeing), auditory (hearing), and kinesthetic (touching). |
| Unit 13 Literature: Colonial Times 13 Colonial Times 7 Explore "Colonial Kids" | RI.1.6 RI.1.7 RI.1.8 | <ul style="list-style-type: none"> • Previewing text helps readers call up prior knowledge they will need to help them understand what they will be reading. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Comprehension entails an understanding of the organizational patterns of text. • During shared-reading activities, students learn more about how print works. • Readers must focus on the specific language of a text to aid in interpretation. • Comprehension entails asking and answering questions about the text. |

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| <p>Unit 14 Literature: Family Fun 14 Family Fun 1 Explore No Fighting, No Biting! (A)</p> | <p>RL.1.5 RL.1.7 RF.1.4.c</p> | <ul style="list-style-type: none"> • Comprehension is facilitated when readers connect new information to information previously learned. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires the reader to self-monitor understanding. • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. • Comprehension strategies can be taught through explicit instruction. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. |
| <p>Unit 14 Literature: Family Fun 14 Family Fun 2 Explore No Fighting, No Biting! (B)</p> | <p>RL.1.5 RL.1.6 RL.1.7 RL.1.9</p> | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Good readers use prior knowledge and text clues to infer, or draw conclusions about what is implied but not directly stated in text. • Repeated rereading leads to increased fluency. • During shared-reading activities, students learn more about how print works. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. |
| <p>Unit 14 Literature: Family Fun 14 Family Fun 3 Explore No Fighting, No Biting! (C)</p> | <p>RL.1.6 RL.1.7</p> | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Good readers use prior knowledge and text clues to infer, or draw conclusions about what is implied but not directly stated in text. • During shared-reading activities, students learn more about how print works. |
| <p>Unit 14 Literature: Family Fun 14 Family Fun 4 Explore Tales of Amanda Pig (A)</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Good readers use prior knowledge and text clues to infer, or draw conclusions about what is implied but not directly stated in text. • During shared-reading activities, students learn more about how print works. |
| <p>Unit 14 Literature: Family Fun 14 Family Fun 5 Explore Tales of Amanda Pig (B)</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • Comprehension is facilitated when readers connect new information to information previously learned. • Good readers use prior knowledge and text clues to infer, or draw conclusions about what is implied but not directly stated in text. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. |
| <p>Unit 14 Literature: Family Fun 14 Family Fun 6 Explore Tales of Amanda Pig (C)</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension is facilitated when readers connect new |

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| | | <p>information to information previously learned.</p> <ul style="list-style-type: none"> • Comprehension requires the reader to self-monitor understanding. |
| <p>Unit 15 Literature: Amazing Americans 15 Amazing Americans 1 Introduce "Marvelous Mount Rushmore"</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • During shared-reading activities, students learn more about how print works. |
| <p>Unit 15 Literature: Amazing Americans 15 Amazing Americans 2 Explore "Marvelous Mount Rushmore"</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. • Repeated rereading leads to increased fluency. • Shared reading allows students to observe and practice the reading behaviors of proficient readers. |
| <p>Unit 15 Literature: Amazing Americans 15 Amazing Americans 3 Introduce "George Washington: American Hero"</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Repeated rereading leads to increased fluency. • During shared-reading activities, students learn more about how print works. |
| <p>Unit 15 Literature: Amazing Americans 15 Amazing Americans 4 Explore "George Washington: American Hero"</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • Repeated rereading leads to increased fluency. • During shared-reading activities, students learn more about how print works. • Readers must focus on the specific language of a text to aid in interpretation. |
| <p>Unit 15 Literature: Amazing Americans 15 Amazing Americans 5 Explore "Washington"</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Readers must focus on the specific language of a text to aid in interpretation. • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. |
| <p>Unit 15 Literature: Amazing Americans 15 Amazing Americans 6 Introduce "Women of the White House"</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Comprehension is facilitated by an understanding of physical presentation (e.g. headings, subheads, graphics, and other features). |
| <p>Unit 15 Literature: Amazing Americans 15 Amazing Americans 7 Explore "Women of the White House"</p> | <p>RL.1.1 RL.1.2 RL.1.3</p> | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. • Comprehension requires the reader to self-monitor understanding. • Comprehension is facilitated by an understanding of physical presentation (e.g. headings, subheads, graphics, and other features). |
| <p>Unit 16 Literature: You Need to Make a Choice 16 1 Reader's Choice 16 2 Reader's Choice 16 3 Reader's Choice</p> | <p>SL.1.1.a SL.1.1.b SL.1.1.c SL.1.3</p> | <ul style="list-style-type: none"> • Respond to questions and suggestions to strengthen writing. |

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| 16 4 Reader's Choice 16 5 Reader's Choice 16 6 Reader's Choice 16 7 Reader's Choice 16 8 Reader's Choice 16 9 Reader's Choice 16 10 Reader's Choice 16 11 YC | SL.1.5 W.1.5 | |
| Unit 17 Literature: Animal Antics 17 Animal Antics 1 Introduce "The Camel and the Pig" | RL.1.2 | <ul style="list-style-type: none"> • Good readers interact with text to make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • Readers need to recognize themes so they can identify why an author is writing, or the central message of a piece of literature. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 17 Literature: Animal Antics 17 Animal Antics 2 Explore "The Camel and the Pig" | RL.1.2 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Readers must focus on the specific language of a text to aid in interpretation. • Repeated rereading leads to increased fluency. |
| Unit 17 Literature: Animal Antics 17 Animal Antics 3 Introduce "Heron and the Hummingbird" | L.1.4.a | <ul style="list-style-type: none"> • Good readers interact with text to make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Early learners acquire vocabulary through active exposure (by talking and listening, being read to, and receiving explicit instruction). • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. |
| Unit 17 Literature: Animal Antics 17 Animal Antics 4 Explore "Heron and the Hummingbird" | L.1.4.a | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Comprehension is facilitated when readers connect new information to information previously learned. • Repeated rereading leads to increased fluency. |
| Unit 17 Literature: Animal Antics 17 Animal Antics 5 Introduce "The Tortoise and the Hare" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Good readers interact with text to make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • Comprehension is facilitated when readers connect new information to information previously learned. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 17 Literature: Animal Antics 17 Animal Antics 6 Explore "The Tortoise and the Hare" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Readers need to recognize themes so they can identify why an author is writing, or the central message of a piece of literature. • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Repeated rereading leads to increased fluency. |

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| Unit 17 Literature: Animal Antics 17 Animal Antics 7 Introduce "Come to My House" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension is facilitated when readers connect new information to information previously learned. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. • Reading a book of their own choosing helps motivate students to read. • Reading for pleasure helps students develop fluency and a lifelong love of reading. |
| Unit 17 Literature: Animal Antics 17 Animal Antics 8 Explore "Come to My House" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Readers must focus on the specific language of a text to aid in interpretation. • Repeated rereading leads to increased fluency. |
| 18 1 Mid-Semester Checkpoint Read Aloud | RI.1.5 | <ul style="list-style-type: none"> • Know and use text features to locate information. |
| Unit 19 Literature: American Inventors 19 American Inventors 1 Introduce "Ben Franklin, American Inventor" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Good readers interact with text to make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 19 Literature: American Inventors 19 American Inventors 2 Explore "Ben Franklin, American Inventor" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. • Repeated rereading leads to increased fluency. |
| Unit 19 Literature: American Inventors 19 American Inventors 3 Introduce "Inventors in the Kitchen" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 19 Literature: American Inventors 19 American Inventors 4 Explore "Inventors in the Kitchen" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. • Repeated rereading leads to increased fluency. |
| Unit 19 Literature: American Inventors 19 American Inventors 5 Introduce "Robert's Rockets" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 19 Literature: American Inventors 19 American Inventors 6 Explore "Robert's Rockets" | | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. • Repeated rereading leads to increased fluency. |
| Unit 19 Literature: American Inventors 19 American Inventors 7 Introduce "Stephanie Kwolek's Amazing Invention" | RI.1.9 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Comprehension entails an understanding of the organizational patterns of text. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 19 Literature: American Inventors 19 American Inventors 8 Explore "Stephanie Kwolek's Amazing Invention" | RI.1.9 | <ul style="list-style-type: none"> • Comprehension entails an understanding of the organizational patterns of text. • Repeated rereading leads to increased fluency. |
| Unit 20 Literature: A Friend Indeed 20 A Friend Indeed 1 Explore "My Shadow" | RL.1.4 RL.1.6 | <ul style="list-style-type: none"> • Interpreting text requires close attention to content and literary elements. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in |

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| | | <p>text.</p> <ul style="list-style-type: none"> • The use of imagery and sensory language creates detailed pictures in the reader's mind, so the reader can understand and appreciate the ideas and feelings the writer conveys. • Readers must focus on the specific language of a text to aid in interpretation. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 20 Literature: A Friend Indeed 20 A Friend Indeed 2 Introduce Who Will Be My Friends? | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Good readers interact with text to make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • Activating prior knowledge provides a framework for a reader to organize and connect new information to information previously learned; readers that activate prior knowledge before reading are more likely to understand and recall what they read. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 20 Literature: A Friend Indeed 20 A Friend Indeed 3 Explore Who Will Be My Friends? | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension is facilitated when readers connect new information to information previously learned. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Repeated rereading leads to increased fluency. • Reading a book of their own choosing helps motivate students to read. • Reading for pleasure helps students develop fluency and a lifelong love of reading. |
| Unit 20 Literature: A Friend Indeed 20 A Friend Indeed 4 Explore Frog and Toad Are Friends (A) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension requires an understanding of story structure. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 20 Literature: A Friend Indeed 20 A Friend Indeed 5 Explore Frog and Toad Are Friends (B) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension requires an understanding of story structure. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 20 Literature: A Friend Indeed 20 A Friend Indeed 6 Explore Frog and Toad Are Friends (C) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Good readers interact with text to make logical predictions before reading; confirm predictions during reading; and revise or make new predictions as they read further. • Comprehension requires an understanding of story structure. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. • Readers should be able to retell the story (or information) in their own words, not repeat what was written. |
| Unit 20 Literature: A Friend Indeed 20 A Friend Indeed 7 Explore Danny and the Dinosaur (A) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. • Comprehension requires the reader to self-monitor |

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| | | understanding. |
| Unit 20 Literature: A Friend Indeed 20 A Friend Indeed 8 Explore Danny and the Dinosaur (B) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. • Comprehension requires the reader to self-monitor understanding. |
| Unit 21 Literature: Creative Characters 21 Creative Characters 1 Introduce A Picture for Harold's Room | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • To understand and interpret a story, readers need to understand and describe characters and what they do. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 21 Literature: Creative Characters 21 Creative Characters 2 Explore A Picture for Harold's Room | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Comprehension requires an understanding of story structure. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Repeated rereading leads to increased fluency. • Comprehension requires the reader to self-monitor understanding. |
| Unit 21 Literature: Creative Characters 21 Creative Characters 3 Introduce And I Mean It, Stanley | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 21 Literature: Creative Characters 21 Creative Characters 4 Explore And I Mean It, Stanley | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Repeated rereading leads to increased fluency. • Comprehension requires the reader to self-monitor understanding. |
| Unit 21 Literature: Creative Characters 21 Creative Characters 5 Explore Harry and the Lady Next Door (A) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • To understand and interpret a story, readers need to understand and describe characters and what they do. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 21 Literature: Creative Characters 21 Creative Characters 6 Explore Harry and the Lady Next Door (B) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • To understand and interpret a story, readers need to understand and describe characters and what they do. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 21 Literature: Creative Characters 21 Creative Characters 7 Explore Harry and the Lady Next | RL.1.1 RL.1.2 | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in |

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| Door (C) | RL.1.3 | <p>text.</p> <ul style="list-style-type: none"> • To understand and interpret a story, readers need to understand and describe characters and what they do. • Comprehension requires an understanding of story structure. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. • Comprehension requires the reader to self-monitor understanding. |
| Unit 21 Literature: Creative Characters 21 Creative Characters 8 Explore Poems About Creative Characters | RL.1.6 | <ul style="list-style-type: none"> • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 1 Explore "Over in the Meadow" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Poems are different from prose in structure and content. They are generally organized in lines and often contain rhymes. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 2 Explore Little Bear (A) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires the reader to self-monitor understanding. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 3 Explore Little Bear (B) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Comprehension requires the reader to self-monitor understanding. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 4 Explore Little Bear (C) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires the reader to self-monitor understanding. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 5 Introduce "Little Bears" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. |

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| | | <ul style="list-style-type: none"> • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 6 Explore "Little Bears" | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Comprehension entails an understanding of the organizational patterns of text. • Repeated rereading leads to increased fluency. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 7 Explore Owl at Home (A) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Good readers use prior knowledge and text clues to infer or draw conclusions about what is implied but not directly stated in text. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 8 Explore Owl at Home (B) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension is facilitated when readers connect new information to information previously learned. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 9 Explore Owl at Home (C) | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • Comprehension requires the reader to self-monitor understanding. • Verbalizing your thoughts while modeling a reading strategy allows students to see what goes on inside the head of an effective reader; it makes visible the normally hidden process of comprehending text. • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| Unit 22 Literature: Fact and Fiction Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 10 Introduce "Hunters of the Night" | RI.1.4 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the |

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| | | <p>author.</p> <ul style="list-style-type: none"> • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| <p>Unit 22 Literature: Fact and Fiction 22 Animals: Fact and Fiction 11 Explore "Hunters of the Night"</p> | RL.1.4 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Nonfiction texts differ from fiction texts in that they describe real or true things in life, rather than things made up by the author. • Comprehension is facilitated by an understanding of physical presentation, e.g. (headings, subheads, graphics, and other features). • Repeated rereading leads to increased fluency. |
| <p>Unit 23 Literature: Let's Put On a Show 23 Let's Put On a Show 1 Introduce "The Hummingbird and the Butterfly"</p> | RL.1.2 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Comprehension is facilitated by an understanding of physical presentation (headings, subheads, graphics and other features). • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers |
| <p>Unit 23 Literature: Let's Put On a Show 23 Let's Put On a Show 2 Explore "The Hummingbird and the Butterfly"</p> | RL.1.2 | <ul style="list-style-type: none"> • Comprehension requires an understanding of story structure. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Repeated rereading leads to increased fluency. |
| <p>Unit 23 Literature: Let's Put On a Show 23 Let's Put On a Show 3 Introduce "The Lion and the Mouse"</p> | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Comprehension is facilitated by an understanding of physical presentation (headings, subheads, graphics and other features). • Guided reading provides support to early readers as they practice and apply the reading strategies of proficient readers. |
| <p>Unit 23 Literature: Let's Put On a Show 23 Let's Put On a Show 4 Explore "The Lion and the Mouse"</p> | RL.1.1 RL.1.2 RL.1.3 | <ul style="list-style-type: none"> • Exposing readers to a wide variety of genres provides them with a wide range of background knowledge and increases their vocabulary. • Comprehension requires an understanding of story structure. • An awareness of story structure elements (setting, characters, plot) provides readers a foundation for constructing meaning when reading new stories and writing their own stories. • To understand and interpret a story, readers need to understand and describe characters and what they do. • Repeated rereading leads to increased fluency. |
| <p>24 Semester Review and Checkpoint 1 & 2 Semester Review Semester Checkpoint</p> | RL.1.4 | |
| <p>Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 1 Introduce Weather Words (A)</p> | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Identify and use pictures and symbols to increase vocabulary. |
| <p>Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 2 Practice Weather Words (A)</p> | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Classify and sort common words into categories. |

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| | | <ul style="list-style-type: none"> Identify and use pictures and symbols to increase vocabulary. |
| Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 3 More Practice Weather Words (A) | L.1.5.c | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Increase reading vocabulary. Identify and use pictures and symbols to increase vocabulary. |
| Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 4 Introduce Weather Words (B) | L.1.5.c | <ul style="list-style-type: none"> Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. Identify and use pictures and symbols to increase vocabulary. |
| Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 5 Practice Weather Words (B) | L.1.5.c | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Increase oral vocabulary. Increase reading vocabulary. Identify and use pictures and symbols to increase vocabulary. |
| Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 6 More Practice Weather Words (B) | L.1.5.c | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Increase reading vocabulary. Identify and use pictures and symbols to increase vocabulary. |
| Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 7 Introduce Multiple Meaning Words (A) | L.1.5.c | <ul style="list-style-type: none"> Increase oral vocabulary. Increase reading vocabulary. Identify and use words with multiple meanings. |
| Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 8 Practice Multiple Meaning Words (A) | L.1.5.c | <ul style="list-style-type: none"> Identify and use words with multiple meanings. Increase oral vocabulary. Increase reading vocabulary. Identify real-life connections between words and their uses. |
| Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 9 Unit Review: Weather Words and Multiple Meaning Words | L.1.5.a | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Identify and use words with multiple meanings. Increase oral vocabulary. Increase reading vocabulary. Classify and sort common words into categories. Increase concept and content vocabulary. Identify and use pictures and symbols to increase vocabulary. |
| Unit 1 Vocabulary 1 Weather Words and Multiple Meaning Words 10 Unit Checkpoint: Weather Words and Multiple Meaning Words | L.1.5.a | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Identify and use words with multiple meanings. Increase oral vocabulary. Increase reading vocabulary. Classify and sort common words into categories. Increase concept and content vocabulary. Identify and use pictures and symbols to increase vocabulary. |
| Unit 2 Vocabulary 2 Homophones and Action Words 1 Introduce Homophones (A) | L.1.5 | <ul style="list-style-type: none"> Identify and use homophones. Increase oral vocabulary. Increase reading vocabulary. |
| Unit 2 Vocabulary 2 Homophones and Action Words 2 Practice Homophones (A) | L.1.5 | <ul style="list-style-type: none"> Identify and use homophones. Increase oral vocabulary. Increase reading vocabulary. |
| Unit 2 Vocabulary 2 Homophones and Action Words 3 More Practice Homophones (A) | L.1.5 | <ul style="list-style-type: none"> Identify and use homophones. Increase oral vocabulary. Increase reading vocabulary. |
| Unit 2 Vocabulary 2 Homophones and Action Words 4 Introduce Action Words (A) | L.1.5 | <ul style="list-style-type: none"> Increase oral vocabulary. Increase reading vocabulary. Identify real-life connections between words and their uses. |
| Unit 2 Vocabulary 2 Homophones and Action Words 5 Practice Action Words (A) | L.1.5 | <ul style="list-style-type: none"> Increase oral vocabulary. Increase reading vocabulary. Identify real-life connections between words and their uses. |
| Unit 2 Vocabulary 2 Homophones and Action Words 6 More Practice Action Words (A) | L.1.5 | <ul style="list-style-type: none"> Increase oral vocabulary. Increase reading vocabulary. Identify real-life connections between words and their uses. |
| Unit 2 Vocabulary 2 Homophones and Action Words 7 Introduce Action Words | L.1.5 | <ul style="list-style-type: none"> Increase oral vocabulary. Increase reading vocabulary. |

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| (B) | | |
| Unit 2 Vocabulary 2 Homophones and Action Words 8 Practice Action Words (B) | L.1.5 | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 2 Vocabulary 2 Homophones and Action Words 9 Unit Review: Homophones and Action Words | L.1.5 | <ul style="list-style-type: none"> • Identify and use homophones. • Increase oral vocabulary. • Increase reading vocabulary. • Identify real-life connections between words and their uses. |
| Unit 2 Vocabulary 2 Homophones and Action Words 10 Unit Checkpoint: Homophones and Action Words | L.1.5 | <ul style="list-style-type: none"> • Identify and use homophones. • Increase oral vocabulary. • Increase reading vocabulary. • Identify real-life connections between words and their uses. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 1 Introduce Synonyms (A) | L.1.5 | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Classify and sort common words into categories. • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 2 Practice Synonyms (A) | L.1.5 | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 3 More Practice Synonyms (A) | L.1.5 | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 4 Introduce Synonyms (B) | L.1.5 | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Identify and use synonyms. • Increase oral vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 5 Practice Synonyms (B) | L.1.5 | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 6 More Practice Synonyms (B) | L.1.5 | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 7 Introduce Reptiles | L.1.5 | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 8 Practice Reptiles | L.1.5 | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 9 Unit Review: Synonyms and Reptiles | L.1.5 | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 3 Vocabulary 3 Synonyms and Reptiles 10 Unit Checkpoint: Synonyms and Reptiles | L.1.5 | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 1 Introduce Dictionary Skills with Mealtime Words | L.1.5 | <ul style="list-style-type: none"> • Identify and use homophones. • Increase concept and content vocabulary. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 2 Practice Dictionary Skills with Mealtime Words | L.1.5 | <ul style="list-style-type: none"> • Use beginner dictionaries and glossaries to determine word meanings. • Locate a word in a dictionary according to the first letter of the word. • Increase concept and content vocabulary. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 3 More Practice Dictionary Skills with Mealtime Words | L.1.5 | <ul style="list-style-type: none"> • Use beginner dictionaries and glossaries to determine word meanings. • Increase concept and content vocabulary. |

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| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 4 Introduce Antonyms (A) | L.1.5 | <ul style="list-style-type: none"> • Increase reading vocabulary. • Identify and use synonyms. • Identify and use antonyms. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 5 Practice Antonyms (A) | L.1.5 | <ul style="list-style-type: none"> • Identify and use antonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 6 More Practice Antonyms (A) | L.1.5 | <ul style="list-style-type: none"> • Identify and use antonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 7 Introduce Antonyms (B) | L.1.5 | <ul style="list-style-type: none"> • Identify and use words with multiple meanings. • Increase reading vocabulary. • Identify and use antonyms. • Increase oral vocabulary. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 8 Practice Antonyms (B) | L.1.5 | <ul style="list-style-type: none"> • Identify and use antonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 9 Unit Review: Dictionary Skills and Antonyms | L.1.5 | <ul style="list-style-type: none"> • Identify and use antonyms. • Use beginner dictionaries and glossaries to determine word meanings. • Locate a word in a dictionary according to the first letter of the word. • Increase concept and content vocabulary. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 4 Vocabulary 4 Dictionary Skills and Antonyms 10 Unit Checkpoint: Dictionary Skills and Antonyms | L.1.5 | <ul style="list-style-type: none"> • Identify and use antonyms. • Use beginner dictionaries and glossaries to determine word meanings. • Locate a word in a dictionary according to the first letter of the word. • Increase concept and content vocabulary. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 1 Introduce Traffic Signs | L.1.5.a | <ul style="list-style-type: none"> • Identify and/or state the meaning of signs. • Identify and comprehend environmental print. • Identify and use pictures and symbols to increase vocabulary. • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 2 Practice Traffic Signs | L.1.5.a | <ul style="list-style-type: none"> • Identify and/or state the meaning of signs. • Identify and comprehend environmental print. • Identify and use pictures and symbols to increase vocabulary. • Identify real-life connections between words and their uses. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 3 More Practice Traffic Signs | L.1.5.a | <ul style="list-style-type: none"> • Identify and/or state the meaning of signs. • Identify and comprehend environmental print. • Identify and use pictures and symbols to increase vocabulary. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 4 Introduce Travel Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 5 Practice Travel Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 6 More Practice Travel Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use pictures and symbols to increase vocabulary. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |

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| Unit 5 Vocabulary 5 Traffic and Travel Words 7 Introduce Travel Words (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Identify real-life connections between words and their uses. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 8 Practice Travel Words (B) | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 9 Unit Review: Traffic and Travel Words | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Identify and/or state the meaning of signs. • Identify and comprehend environmental print. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Identify and use pictures and symbols to increase vocabulary. |
| Unit 5 Vocabulary 5 Traffic and Travel Words 10 Unit Checkpoint: Traffic and Travel Words | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Identify and/or state the meaning of signs. • Identify and comprehend environmental print. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Identify and use pictures and symbols to increase vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 1 Introduce Compound Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 2 Practice Compound Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 3 More Practice Compound Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 4 Introduce Animals | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Identify and use pictures and symbols to increase vocabulary. • Increase concept and content vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 5 Practice Animals | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 6 More Practice Animals | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 7 Introduce Animal Compound Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 8 Practice Animal Compound Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Increase oral vocabulary. |

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| | | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 9 Unit Review: Compound Words and Animals | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Increase oral vocabulary. • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 6 Vocabulary 6 Compound Words and Animals 10 Unit Checkpoint: Compound Words and Animals | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Increase oral vocabulary. • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 7 Vocabulary 7 Time and Collective Names 1 Introduce Time Words | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Identify and use homophones. |
| Unit 7 Vocabulary 7 Time and Collective Names 2 Practice Time Words | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 7 Vocabulary 7 Time and Collective Names 3 More Practice Time Words | L.1.5.b | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 7 Vocabulary 7 Time and Collective Names 4 Introduce Collective Names (A) | L.1.5.b | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 7 Vocabulary 7 Time and Collective Names 5 Practice Collective Names (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 7 Vocabulary 7 Time and Collective Names 6 More Practice Collective Names (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Classify and sort common words into categories. |
| Unit 7 Vocabulary 7 Time and Collective Names 7 Introduce Collective Names (B) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use antonyms. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 7 Vocabulary 7 Time and Collective Names 8 Practice Collective Names (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 7 Vocabulary 7 Time and Collective Names 9 Unit Review: Time and Collective Names | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Classify and sort common words into categories. |
| Unit 7 Vocabulary 7 Time and Collective Names 10 Unit Checkpoint: Time and Collective Names | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Classify and sort common words into categories. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 1 | L.1.5.d | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related verbs. |

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| Introduce Related Verbs (A) | | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Locate a word in a dictionary according to the first letter of the word. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 2 Practice Related Verbs (A) | L.1.5.d | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related verbs. • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 3 More Practice Related Verbs (A) | L.1.5.d | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related verbs. • Identify real-life connections between words and their uses. • Increase reading vocabulary. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 4 Introduce Related Adjectives (A) | L.1.5.d | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase concept and content vocabulary. • Distinguish between meaning variations in closely related adjectives. • Identify real-life connections between words and their uses. • Increase reading vocabulary. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 5 Practice Related Adjectives (A) | L.1.5.d | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 6 More Practice Related Adjectives (A) | L.1.5.d | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Identify real-life connections between words and their uses. • Increase reading vocabulary. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 7 Introduce Homographs | L.1.5.d | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. • Identify and use homographs. • Increase oral vocabulary. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 8 Practice Homographs | L.1.5.d | <ul style="list-style-type: none"> • Identify and use homographs. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 9 Unit Review: Related Verbs, Related Adjectives and Homographs | L.1.5.d | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Distinguish between meaning variations in closely related verbs. • Identify and use homographs. • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 8 Vocabulary 8 Related Verbs, Related Adjectives, and Homographs 10 Unit Checkpoint: Related Verbs, Related Adjectives and Homographs | L.1.5.d | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Distinguish between meaning variations in closely related verbs. • Identify and use homographs. • Identify real-life connections between words and their uses. • Increase oral vocabulary. • Increase reading vocabulary. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 1 Introduce Calendar Words (A) | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> • Increase oral vocabulary. • Increase reading vocabulary. • Increase concept and content vocabulary. • Identify and use abbreviations. • Use knowledge of words to determine the meaning of compound words. |

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| | | <ul style="list-style-type: none"> Identify and use word parts to help determine word meanings. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 2 Practice Calendar Words (A) | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Identify and use abbreviations. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 3 More Practice Calendar Words (A) | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> Identify and use abbreviations. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 4 Introduce Calendar Words (B) | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> Identify and use antonyms. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. Identify and use abbreviations. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 5 Practice Calendar Words (B) | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Identify and use abbreviations. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 6 More Practice Calendar Words (B) | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> Identify and use abbreviations. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 7 Introduce Calendar Words (C) | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> Identify and use words with multiple meanings. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. Identify and use abbreviations. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 8 Practice Calendar Words (C) | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Identify and use abbreviations. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 9 Unit Review: Abbreviations and Calendar Words | L.1.5.C L.1.5.d | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Identify and use abbreviations. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. |
| Unit 9 Vocabulary 9 Abbreviations and Calendar Words 10 Unit Checkpoint: Abbreviations and Calendar Words | L.1.5.a | <ul style="list-style-type: none"> Identify real-life connections between words and their uses. Identify and use abbreviations. Increase oral vocabulary. Increase reading vocabulary. Increase concept and content vocabulary. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 1 Introduce Inflectional Endings and Verb Tenses (A) | L.1.4.b L.1.4.c RF.1.3.f | <ul style="list-style-type: none"> Identify and use base words with and without inflectional endings. Use inflectional endings to determine word meanings. Increase reading vocabulary. Identify and/or state the meaning of signs. Identify and use pictures and symbols to increase vocabulary. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 2 Practice Inflectional Endings and Verb Tenses (A) | RF.1.3.f L.1.4.c L.1.4.b | <ul style="list-style-type: none"> Identify and use base words with and without inflectional endings. Use inflectional endings to determine word meanings. Increase reading vocabulary. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning | RF.1.3.f | <ul style="list-style-type: none"> Identify and use base words with and without inflectional endings. |

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| Words 3 More Practice Inflectional Endings and Verb Tenses (A) | | <ul style="list-style-type: none"> • Use inflectional endings to determine word meanings. • Increase reading vocabulary. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 4 Introduce Inflectional Endings and Verb Tenses (B) | RF.1.3.f L.1.4.b L.1.4.c | <ul style="list-style-type: none"> • Identify and use pictures and symbols to increase vocabulary. • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 5 Practice Inflectional Endings and Verb Tenses (B) | RF.1.3.f L.1.4.b L.1.4.c | <ul style="list-style-type: none"> • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. • Increase reading vocabulary. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 6 More Practice Inflectional Endings and Verb Tenses (B) | RF.1.3.f | <ul style="list-style-type: none"> • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. • Increase reading vocabulary. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 7 Introduce Multiple-Meaning Words (B) | RF.1.3.f | <ul style="list-style-type: none"> • Increase reading vocabulary.. • Increase concept and content vocabulary. • Identify and use words with multiple meanings. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 8 Practice Multiple-Meaning Words (B) | L.1.5.V | <ul style="list-style-type: none"> • Identify and use words with multiple meanings. • Increase reading vocabulary. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 9 Unit Review: Inflectional Endings, Verb Tenses, and Multiple-Meaning Words | L.1.5.V | <ul style="list-style-type: none"> • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. • Identify and use words with multiple meanings. • Increase reading vocabulary. |
| Unit 10 Vocabulary 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words 10 Unit Checkpoint: Inflectional Endings, Verb Tenses, and Multiple-Meaning Words | L.1.5.V | <ul style="list-style-type: none"> • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. • Identify and use words with multiple meanings. • Increase reading vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 1 Introduce School Compound Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use homophones. • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 2 Practice School Compound Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 3 More Practice School Compound Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 4 Introduce Compound Words (B) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 5 Practice | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of |

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| Compound Words (B) | | <p>compound words.</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 6 More Practice Compound Words (B) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 7 Introduce City Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Increase oral vocabulary. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 8 Practice City Words | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 9 Unit Review: Compound Words and School and City Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 11 Vocabulary 11 Compound Words and School and City Words 10 Unit Checkpoint: Compound Words and School and City Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use word parts to help determine word meanings. • Use knowledge of words to determine the meaning of compound words. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 1 Introduce Math Words | L.1.5.a | <ul style="list-style-type: none"> • Increase oral vocabulary. • Identify and use abbreviations. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 2 Practice Math Words | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 3 More Practice Math Words | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 4 Introduce Math Antonyms | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Identify and use antonyms. • Identify real-life connections between words and their uses. • Increase reading vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 5 Practice Math Antonyms | L.1.5.a | <ul style="list-style-type: none"> • Identify and use antonyms. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 6 More Practice Math Antonyms | L.1.5.a | <ul style="list-style-type: none"> • Identify and use antonyms. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 7 Introduce Antonyms (C) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use antonyms. • Increase reading vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 8 Practice Antonyms (C) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use antonyms. • Increase reading vocabulary. |

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| Unit 12 Vocabulary 12 Math Words and Antonyms 9 Unit Review: Math Words and Antonyms | L.1.5.a | <ul style="list-style-type: none"> • Identify and use antonyms. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 12 Vocabulary 12 Math Words and Antonyms 10 Unit Checkpoint: Math Words and Antonyms | L.1.5.a | <ul style="list-style-type: none"> • Identify and use antonyms. • Identify real-life connections between words and their uses. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 1 Introduce Related Verbs (B) | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related verbs. • Increase reading vocabulary. • Identify real-life connections between words and their uses. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 2 Practice Related Verbs (B) | L.1.5.a L.1.5.d | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related verbs. • Increase reading vocabulary. • Identify real-life connections between words and their uses. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 3 More Practice Related Verbs (B) | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related verbs. • Increase reading vocabulary. • Identify real-life connections between words and their uses. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 4 Introduce Geography Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 5 Practice Geography Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 6 More Practice Geography Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 7 Introduce Geography Terms (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 8 Practice Geography Terms (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 9 Unit Review: Related Verbs and Geography Terms | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related verbs. • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. |
| Unit 13 Vocabulary 13 Related Verbs and Geography Terms 10 Unit Checkpoint: Related Verbs and Geography Terms | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related verbs. • Increase reading vocabulary. • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 1 Introduce Glossary Skills with Space Words | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. • Identify and use synonyms. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 2 Practice Glossary Skills with Space Words | L.1.5.a | <ul style="list-style-type: none"> • Use beginner dictionaries and glossaries to determine word meanings. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 3 More Practice Glossary Skills with Space Words | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 4 Introduce Science Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Use knowledge of words to determine the meaning of compound words. • Increase concept and content vocabulary. |

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| | | <ul style="list-style-type: none"> • Increase reading vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 5 Practice Science Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 6 More Practice Science Words (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 7 Introduce Science Words (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Identify and use abbreviations. • Increase concept and content vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 8 Practice Science Words (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 9 Unit Review: Glossary Skills and Space and Science Words | L.1.5.a | <ul style="list-style-type: none"> • Use beginner dictionaries and glossaries to determine word meanings. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 14 Vocabulary 14 Glossary Skills and Space and Science Words 10 Unit Checkpoint: Glossary Skills and Space and Science Words | L.1.5.a | <ul style="list-style-type: none"> • Use beginner dictionaries and glossaries to determine word meanings. • Increase reading vocabulary. • Increase concept and content vocabulary. • Use knowledge of words to determine the meaning of compound words. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 1 Introduce Homophones (B) | L.1.5.a | <ul style="list-style-type: none"> • Identify real-life connections between words and their uses. • Increase concept and content vocabulary. • Identify and use homophones. • Increase reading vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 2 Practice Homophones (B) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use homophones. • Increase reading vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 3 More Practice Homophones (B) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use homophones. • Increase reading vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 4 Introduce Dictionary Skills with Fairy Tale Words | L.1.5.a | <ul style="list-style-type: none"> • Use inflectional endings to determine word meanings. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 5 Practice Dictionary Skills with Fairy Tale Words | L.1.5.a | <ul style="list-style-type: none"> • Use beginner dictionaries and glossaries to determine word meanings. • Locate a word in a dictionary according to the first letter of the word. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 6 More Practice Dictionary Skills with Fairy Tale Words | L.1.5.a | <ul style="list-style-type: none"> • Use beginner dictionaries and glossaries to determine word meanings. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 7 Introduce Fairy Tale Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use antonyms. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 8 Practice Fairy Tale Words | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 9 Unit Review: Homophones, Dictionary Skills, and Fairy Tale Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use homophones. • Use beginner dictionaries and glossaries to determine word meanings. • Locate a word in a dictionary according to the first letter of the word. |

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| | | <ul style="list-style-type: none"> • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 15 Vocabulary 15 Homophones, Dictionary Skills, and Fairy Tale Words 10 Unit Checkpoint: Homophones, Dictionary Skills, and Fairy Tale Words | L.1.5.a | <ul style="list-style-type: none"> • Identify and use homophones. • Use beginner dictionaries and glossaries to determine word meanings. • Locate a word in a dictionary according to the first letter of the word. • Increase reading vocabulary. • Increase concept and content vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 1 Introduce Synonyms (C) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase reading vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 2 Practice Synonyms (C) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase reading vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 3 More Practice Synonyms (C) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase reading vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 4 Introduce Synonyms (D) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase reading vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 5 Practice Synonyms (D) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase reading vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 6 More Practice Synonyms (D) | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase reading vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 7 Introduce Plural Inflectional Endings | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Increase reading vocabulary. • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 8 Practice Plural Inflectional Endings | L.1.5.a | <ul style="list-style-type: none"> • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. • Increase reading vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 9 Unit Review: Synonyms and Plural Inflectional Endings | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. • Increase reading vocabulary. |
| Unit 16 Vocabulary 16 Synonyms and Plural Inflectional Endings 10 Unit Checkpoint: Synonyms and Plural Inflectional Endings | L.1.5.a | <ul style="list-style-type: none"> • Identify and use synonyms. • Identify and use base words with and without inflectional endings. • Use inflectional endings to determine word meanings. • Increase reading vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 1 Introduce Related Adjectives (B) | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Increase reading vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 2 Practice Related Adjectives (B) | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Increase reading vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 3 More Practice Related Adjectives (B) | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Increase reading vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 4 Introduce Male and Female Animal Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |

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| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 5 Practice Male and Female Animal Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 6 More Practice Male and Female Animal Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 7 Introduce Male and Female Animal Terms (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 8 Practice Male and Female Animal Terms (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 9 Unit Review: Related Adjectives and Animal Terms | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 17 Vocabulary 17 Related Adjectives and Animal Terms 10 Unit Checkpoint: Related Adjectives and Animal Terms | L.1.5.a | <ul style="list-style-type: none"> • Distinguish between meaning variations in closely related adjectives. • Increase reading vocabulary. • Classify and sort common words into categories. • Increase concept and content vocabulary. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 1 Introduce Measurement Terms | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 2 Practice Measurement Terms | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 3 More Practice Measurement Terms | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. • Identify real-life connections between words and their uses. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 4 Introduce Sports Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 5 Practice Sports Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 6 More Practice Sports Terms (A) | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 7 Introduce Sports Terms (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 8 Practice Sports Terms (B) | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 9 Unit Review: Measurement and Sports Terms | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. • Identify real-life connections between words and their uses. |
| Unit 18 Vocabulary 18 Measurement and Sports Terms 10 Unit Checkpoint: Measurement and Sports Terms | L.1.5.a | <ul style="list-style-type: none"> • Increase concept and content vocabulary. • Increase reading vocabulary. • Identify real-life connections between words and their uses. |
| Handwriting 1 My Printing Book | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. |

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| | | <ul style="list-style-type: none"> • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 1 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 1 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 1 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 1 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 2 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. |

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| | | <ul style="list-style-type: none"> • Write with appropriate pencil grip. |
| Handwriting 2 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 2 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 2 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 2 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 3 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |

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| Handwriting 3 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 3 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 3 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 3 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 4 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 4 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. |

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| | | <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 4 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 4 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 4 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 5 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 5 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 5 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 5 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 5 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 6 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 6 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |

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| Handwriting 6 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 6 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 6 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 7 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 7 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 7 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. |

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| | | <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 7 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 7 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 8 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 8 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 8 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 8 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 8 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 9 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 9 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 9 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |

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| Handwriting 9 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 9 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 10 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 10 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 10 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 10 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. |

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| | | <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 10 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 11 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 11 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 11 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 11 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 11 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 12 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 12 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 12 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 12 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |

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| Handwriting 12 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 13 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 13 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 13 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 13 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 13 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. |

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| | | <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 14 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 14 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 14 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 14 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 14 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 15 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 15 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 15 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 15 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 15 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |

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| Handwriting 16 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 16 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 16 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 16 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 16 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 17 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. |

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| | | <ul style="list-style-type: none"> • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 17 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 17 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 17 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 17 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 18 My Printing Book 1 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 18 My Printing Book 2 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 18 My Printing Book 3 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 18 My Printing Book 4 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| Handwriting 18 My Printing Book 5 | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |
| 19 Complete Sentences & Handwriting 1 Introduction to Writing Skills & Handwriting | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Understand the general course overview and structure in K12 |

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| | | <p>Language Arts Green.</p> <ul style="list-style-type: none"> • Navigate the K12 Language Arts Green Writing Skills program online. |
| 19 Complete Sentences & Handwriting 2 The Sentence & Handwriting | L.1.1.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify subject. • Identify predicate. • Recognize word groups that are sentences. • Write complete sentences. • Share ideas with others. |
| 19 Complete Sentences & Handwriting 3 Sentence Beginnings and Endings & Handwriting | L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Capitalize the first word in a sentence. • Recognize that a sentence begins with a capital letter. • Recognize that a sentence ends with an end mark. • Recognize word groups that are sentences. • Recall what a sentence is. • Use an end mark to end a sentence. • Write a sentence that begins and ends correctly. |
| 19 Complete Sentences & Handwriting 4 Review Complete Sentences & Handwriting | L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify subject. • Identify predicate. • Capitalize the first word in a sentence. • Recognize that a sentence begins with a capital letter. • Recognize that a sentence ends with an end mark. • Recognize word groups that are sentences. • Use an end mark to end a sentence. • Free write about a topic. • Write in a journal. |

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| 19 Complete Sentences & Handwriting 5 Review Complete Sentences & Handwriting | L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify subject. • Identify predicate. • Use a capital letter to begin a sentence and an end mark to end it. • Recognize word groups that are sentences. • Recognize that a complete sentence begins with a capital letter and has an end mark. • Evaluate Checkpoint results and choose activities to review. |
| 20 Write Strong Sentences & Handwriting 1 How to Evaluate Writing & Handwriting | L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Evaluate students' writing in the K12 Language Arts Green: Writing Skills program using rubrics and sample responses. |
| 20 Write Strong Sentences & Handwriting 2 Get Started with Sentences & Handwriting | SL.1.6 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Generate ideas for writing. • Free write about a topic. • Write in a journal. |
| 20 Write Strong Sentences & Handwriting 3 Make the Sentence Bigger & Handwriting | SL.1.6 L.1.1.g L.1.1.i | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Add details to sentences. • Distinguish between complete and incomplete sentences. |

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| | | <ul style="list-style-type: none"> • Use frequently occurring prepositions (for example, during, beyond, toward). • Use prepositions and prepositional phrases correctly while writing and speaking. |
| 20 Write Strong Sentences & Handwriting 4 Make One from Two & Handwriting | SL.1.6 L.1.1.g | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Combine sentences that have common elements. • Distinguish between complete and incomplete sentences. • Use an end mark to end a sentence. • Use frequently occurring conjunctions (for example, and, but, or, so, because). • Use a capital letter to begin a sentence. |
| 20 Write Strong Sentences & Handwriting 5 Write Sentences & Handwriting | L.1.1.i | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a sentence and an end mark to end it. • Spell common, frequently used words correctly. • Use correct grammar and sentence formation. • Write a series of related sentences. • Write complete sentences. • Write sentences with appropriate spacing between words. • Write sentences with legible handwriting. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects. • Use frequently occurring conjunctions (for example, and, but, or, so, because). • Use frequently occurring prepositions (for example, during, beyond, toward). |
| 21 Kinds of Sentences & Handwriting 1 Statements and Commands & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Recognize that a sentence begins with a capital letter. • Recognize that a sentence ends with an end mark. |

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| | | <ul style="list-style-type: none"> • Use a capital letter to begin a sentence and an end mark to end it. • Use a period to end a command. • Use a period to end a statement. • Recognize commands. • Recognize statements. • Write commands. • Write statements. |
| 21 Kinds of Sentences & Handwriting 2 Questions & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a period to end a command. • Use a period to end a statement. • Use a question mark to end a question. • Recognize commands. • Recognize questions. • Recognize statements. • Write questions. • Use a capital letter to begin a sentence. |
| 21 Kinds of Sentences & Handwriting 3 Exclamations & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use an exclamation mark to end an exclamation. • Recognize commands. • Recognize exclamations. • Recognize questions. • Recognize statements. • Write exclamations. |
| 21 Kinds of Sentences & Handwriting 4 Review Kinds of Sentences & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a sentence and an end mark to end it. • Use a period to end a command. • Use a period to end a statement. |

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| | | <ul style="list-style-type: none"> • Use a question mark to end a question. • Use an exclamation mark to end an exclamation. • Recognize commands. • Recognize exclamations. • Recognize questions. • Recognize statements. • Free write about a topic. • Write in a journal. |
| 21 Kinds of Sentences & Handwriting 5 Kinds of Sentences Unit Checkpoint & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a sentence and an end mark to end it. • Use a period to end a command. • Use a period to end a statement. • Use a question mark to end a question. • Use an exclamation mark to end an exclamation. • Recognize commands. • Recognize exclamations. • Recognize questions. • Recognize statements. • Identify statements. • Identify questions. • Identify exclamations. • Identify commands. • Recognize that a statement ends with a period. • Recognize that a question ends with a question mark. • Recognize that an exclamation ends with an exclamation mark. • Recognize that a command ends with a period. |
| 22 Follow and Write a Sequence & Handwriting 1 Get Started with Directions & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Generate ideas for writing. • Identify a process as a series of steps. • Follow steps in a process. • Free write about a topic. • Write in a journal. |
| 22 Follow and Write a Sequence & Handwriting 2 Follow Directions & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. |

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| | | <ul style="list-style-type: none"> • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify a process as a series of steps. • Follow steps in a process. • Follow the directions in a process. |
| 22 Follow and Write a Sequence & Handwriting 3 Put Steps in Order & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Organize ideas through sequencing. • Use transitions to signal order. |
| 22 Follow and Write a Sequence & Handwriting 4 Plan the Steps & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Choose a topic. • Organize ideas through sequencing. • Brainstorm and develop possible topics. • Write steps in a process. |
| 22 Follow and Write a Sequence & Handwriting 5 Write the Steps & Handwriting | L.1.1.j L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a sentence and an end mark to end it. • Spell common, frequently used words correctly. • Write a series of related sentences. • Write complete sentences. • Write sentences with appropriate spacing between words. • Write sentences with legible handwriting. • Use transitions to signal order. • Write a how-to (directions to complete a task). • Recognize that a complete sentence begins with a capital letter and has an end mark. |

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| | | <ul style="list-style-type: none"> • Use an appropriate organizational plan in writing. • Use correct grammar and sentence formation. • Write a sequence of four sentences. • Evaluate writing and choose activities to review and revise. |
| 23 Nouns & Handwriting 1 Common Nouns & Handwriting | L.1.1.b L.1.2.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify nouns. • Recall what a sentence is. • Use nouns. |
| 23 Nouns & Handwriting 2 Proper Nouns & Handwriting | L.1.1.b L.1.2.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify nouns. • Use a capital letter to begin a proper noun. • Recall what a noun is. • Use proper nouns. • Identify proper and common nouns. |
| 23 Nouns & Handwriting 3 Possessive Nouns & Handwriting | L.1.1.b L.1.2.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify nouns. • Identify possessive nouns. • Identify and use possessive nouns in sentences. • Recall what a noun is. |
| 23 Nouns & Handwriting 4 Review Nouns & Handwriting | L.1.1.b L.1.2.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. |

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| | | <ul style="list-style-type: none"> • Write with appropriate pencil grip. • Identify nouns. • Use a capital letter to begin a proper noun. • Identify possessive nouns. • Identify and use possessive nouns in sentences. • Use nouns. • Use proper nouns. • Identify proper and common nouns. • Free write about a topic. • Write in a journal. |
| 23 Nouns & Handwriting 5 Nouns Unit Checkpoint & Handwriting | L.1.1.b L.1.2.a | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a proper noun. • Identify possessive nouns. • Identify and use possessive nouns in sentences. • Use nouns. • Identify proper and common nouns. • Evaluate Checkpoint results and choose activities to review. |
| 24 Write to Inform or Explain & Handwriting 1 Get Started with Facts & Handwriting | W.1.2 W.1.8 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Distinguish between fact and opinion. • Generate ideas for writing. • Free write about a topic. • Write in a journal. |
| 24 Write to Inform or Explain & Handwriting 2 Find Facts & Handwriting | W.1.2 W.1.8 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify facts. • Choose a topic. • Do shared research about the topic. • Plan the writing. |

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| <p>24 Write to Inform or Explain & Handwriting 3 Write in Your Own Words & Handwriting</p> | <p>W.1.2 W.1.8</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a sentence and an end mark to end it. • Plan the writing. • Spell common, frequently used words correctly. • Write a series of related sentences. • Write sentences about the topic. • Write sentences with appropriate spacing between words. • Write sentences with legible handwriting. • Use facts. • Rephrase information and ideas in one's own words. • Recognize the importance of rephrasing information and ideas in one's own words. |
| <p>24 Write to Inform or Explain & Handwriting 4 Create a Fact Cube & Handwriting</p> | <p>W.1.2 W.1.8</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a sentence and an end mark to end it. • Spell common, frequently used words correctly. • Write a series of related sentences. • Write complete sentences. • Write sentences about the topic. • Write sentences with legible handwriting. • Organize ideas through sequencing. • Revise by adding or deleting text. • Use transitions to signal order. • Recognize the importance of an appropriate organizational pattern in writing. • Recognize the purpose of feedback. • Recognize the purpose of revising. • Use an appropriate organizational plan in writing. • Use facts. • Evaluate writing and choose activities to review and revise. |
| <p>24 Write to Inform or Explain & Handwriting 5 Share Your Fact Cube & Handwriting</p> | <p>W.1.2 W.1.8</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Provide a sense of closure. • Use transitions to signal order. • Speak audibly and clearly to express thoughts, feelings, and ideas. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects. • Evaluate writing and choose activities to review and revise. <p>Identify the audience.</p> |
| 25 Verbs & Handwriting 1 Action Verbs & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use action verbs in sentences. • Identify verbs in sentences. • Recall what a sentence is. • Recall what a noun is. |
| 25 Verbs & Handwriting 2 Verbs with Nouns & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify verbs in sentences. • Use a verb that agrees with its subject. • Recall what a verb is. • Identify verbs that agree with their subjects. • Define singular. • Define plural. |
| 25 Verbs & Handwriting 3 More Verbs with Nouns & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a verb that agrees with its subject. • Recall what a verb is. • Identify verbs that agree with their subjects. |

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| 25 Verbs & Handwriting 4 Review Verbs & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use action verbs in sentences. • Identify verbs in sentences. • Use a verb that agrees with its subject. • Identify verbs that agree with their subjects. • Free write about a topic. • Write in a journal. |
| 25 Verbs & Handwriting 5 Verbs Unit Checkpoint & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use action verbs in sentences. • Identify verbs in sentences. • Use a verb that agrees with its subject. • Identify verbs that agree with their subjects. • Evaluate Checkpoint results and choose activities to review. |
| 26 Friendly Letter & Handwriting 1 Get Started with Your News & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Generate ideas for writing. • Free write about a topic. • Write in a journal. • Define news. • Identify newsworthy events. |
| 26 Friendly Letter & Handwriting 2 Friendly Letter Form & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. |

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| | | <ul style="list-style-type: none"> • Write with appropriate pencil grip. • Use established conventions for a friendly letter. • Identify the audience of a friendly letter. • Use a graphic organizer to plan. • Recognize the parts of a friendly letter. • Identify the purpose of a friendly letter. • Recognize what a friendly letter is. |
| 26 Friendly Letter & Handwriting 3 Draft Your Letter & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a sentence and an end mark to end it. • Organize ideas in a logical order. • Use transitions to connect ideas. • Write a series of related sentences. • Write complete sentences. • Write sentences with legible handwriting. • Organize ideas through sequencing. • Use established conventions for a friendly letter. • Write a narrative with a beginning, middle, and end. • Identify important questions that need to be answered. |
| 26 Friendly Letter & Handwriting 4 Address an Envelope & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use abbreviations for addresses, units of measurement, days, months, and titles. • Use a capital letter to begin a proper noun. • Address an envelope. • Organize ideas through sequencing. • Recognize the importance of properly addressing an envelope. • Identify the parts of an envelope. • Understand how the mail is delivered. |
| 26 Friendly Letter & Handwriting 5 Write and Mail Your Letter & Handwriting | L.1.1.c L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. |

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| | | <ul style="list-style-type: none"> • Write with appropriate pencil grip. • Use commas in the greeting and closing of a letter. • Use a capital letter to begin a sentence and an end mark to end it. • Use capital letters in the greeting and closing of a letter. • Add details to sentences. • Organize ideas in a logical order. • Spell common, frequently used words correctly. • Use correct format for a letter. • Use transitions to connect ideas. • Write a letter. • Write a series of related sentences. • Write complete sentences. • Write sentences with legible handwriting. • Organize ideas through sequencing. • Use established conventions for a friendly letter. • Identify important questions that need to be answered. • Recognize that a complete sentence begins with a capital letter and has an end mark. • Edit a letter for errors in capitalization and punctuation. <p>Write a friendly letter.</p> <ul style="list-style-type: none"> • Evaluate writing and choose activities to review and revise. |
| 27 Pronouns & Handwriting 1 Personal Pronouns & Handwriting | L.1.1.c L.1.1.d L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Recognize pronouns. • Use a capital letter for the pronoun I. • Use singular and plural pronouns. • Recall what a noun is. |
| 27 Pronouns & Handwriting 2 Possessive Pronouns & Handwriting | L.1.1.c L.1.1.d L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify possessive pronouns. • Use possessive pronouns. • Recall what a possessive noun is. |
| 27 Pronouns & Handwriting 3 Indefinite Pronouns & Handwriting | L.1.1.c L.1.1.d L.1.1.j L.1.2.a L.1.2.b | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use indefinite pronouns. • Recall what a pronoun is. • Recognize indefinite pronouns. |
| 27 Pronouns & Handwriting 4 Review Pronouns & Handwriting | <p>L.1.1.c L.1.1.d L.1.1.j L.1.2.a L.1.2.b</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify possessive pronouns. • Recognize pronouns. • Use a capital letter for the pronoun I. • Use possessive pronouns. • Use indefinite pronouns. • Use singular and plural pronouns. • Recognize indefinite pronouns. • Free write about a topic. • Write in a journal. |
| 27 Pronouns & Handwriting 5 Pronouns Unit Checkpoint & Handwriting | <p>L.1.1.c L.1.1.d L.1.1.j L.1.2.a L.1.2.b</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify possessive pronouns. • Recognize pronouns. • Use a capital letter for the pronoun I. • Use possessive pronouns. • Use indefinite pronouns. • Use singular and plural pronouns. • Recognize indefinite pronouns. • Evaluate Checkpoint results and choose activities to review. |
| 28 Opinion Paragraph & Handwriting 1 What Do You Feel Strongly About? & Handwriting | <p>W.1.1</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Generate ideas for writing. • Define opinion. • Free write about a topic. |

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| | | <ul style="list-style-type: none"> • Write in a journal. |
| 28 Opinion Paragraph & Handwriting 2 Opinions and Paragraphs & Handwriting | W.1.1 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Distinguish between fact and opinion. • Use details that support the topic sentence, or given focus. • Recognize what a paragraph is. • Recognize the parts of a paragraph. • Recognize details that support the topic sentence of a paragraph. • Identify an opinion. • Identify reasons that support an opinion. • Respond to an opinion paragraph. |
| 28 Opinion Paragraph & Handwriting 3 State an Opinion & Handwriting | W.1.1 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify transitions. • Define transitions. • Recognize the need to use transitions to connect ideas in writing. • Identify reasons that support an opinion. • Provide reasons that support an opinion. |
| 28 Opinion Paragraph & Handwriting 4 Write Your Opinion & Handwriting | W.1.1 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a capital letter to begin a sentence and an end mark to end it. • Organize ideas in a logical order. • Use capitalization and punctuation correctly. • Use transitions to connect ideas. • Write a series of related sentences. • Write complete sentences. • Write sentences with appropriate spacing between words. |

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| | | <ul style="list-style-type: none"> • Revise by adding or deleting text. • Revise for clarity. • Write an opinion statement. • Recognize the need to use transitions to connect ideas in writing. • Identify reasons that support an opinion. • Provide reasons that support an opinion. • Write a concluding sentence. |
| 28 Opinion Paragraph & Handwriting 5 Publish Your Opinion & Handwriting | W.1.1 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Revise the draft of a paragraph. • Revise using a checklist. • Revise using feedback. • Use a capital letter to begin a sentence and an end mark to end it. • Use capitalization and punctuation correctly. • Use transitions to connect ideas. • Write a series of related sentences. • Write complete sentences. • Write sentences with legible handwriting. • Recognize the need to use transitions to connect ideas in writing. • Identify reasons that support an opinion. • Write an opinion paragraph. • Evaluate writing and choose activities to review and revise. |
| 29 Verb Tense & Handwriting 1 Present Tense & Handwriting | L.1.1.e | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use the present tense of verbs. • Recall what a verb is. • Recognize present tense of verbs. |
| 29 Verb Tense & Handwriting 2 Past Tense & Handwriting | L.1.1.e | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. |

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| | | <ul style="list-style-type: none"> • Use the past tense of verbs. • Recall the present tense of verbs. • Recognize past tense of verbs. |
| 29 Verb Tense & Handwriting 3 Future Tense & Handwriting | L.1.1.e | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use the future tense of verbs. • Recognize that verbs tell the time of an action. • Recognize future tense of verbs. |
| 29 Verb Tense & Handwriting 4 Review Verb Tense & Handwriting | L.1.1.e | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use the future tense of verbs. • Use the present tense of verbs. • Use the past tense of verbs. • Recognize present tense of verbs. • Recognize future tense of verbs. • Recognize past tense of verbs. • Free write about a topic. • Write in a journal. |
| 29 Verb Tense & Handwriting 5 Verb Tense Unit Checkpoint & Handwriting | L.1.1.e | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use the future tense of verbs. • Use the present tense of verbs. • Use the past tense of verbs. • Recognize present tense of verbs. • Recognize future tense of verbs. • Recognize past tense of verbs. • Evaluate Checkpoint results and choose activities to review. |
| 30 Write About Information: Heritage & Handwriting 1 Where Do You Come From? & Handwriting | W.1.7 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. |

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| | | <ul style="list-style-type: none"> • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Generate ideas for writing. • Free write about a topic. • Write in a journal. |
| 30 Write About Information: Heritage & Handwriting 2 Discover and Research Your Heritage & Handwriting | W.1.7 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Choose a topic. • Do shared research about the topic. • Formulate questions to investigate for research. • Use various reference materials to acquire information. • Define reference. • Use details. • Use facts. • Recognize the purpose of an encyclopedia. |
| 30 Write About Information: Heritage & Handwriting 3 Write a Draft About Your Heritage & Handwriting | W.1.7 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Plan the writing. • Write sentences about the topic. • Organize ideas through sequencing. • Define conclusion. • Organize writing with an introduction, body, and conclusion. • Write a paragraph draft. • Recognize the purpose of a conclusion. • Write an introduction. • Write a conclusion. • Recognize the importance of an introduction. • Define introduction. • Write beginning and concluding sentences. • Use details. • Use facts. |
| 30 Write About Information: Heritage & Handwriting 4 Revise Your Draft and Create a Visual Aid & Handwriting | W.1.7 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. |

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| | | <ul style="list-style-type: none"> • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Make connections with text: text-to-text, text-to-self, text-to-world. • Evaluate information in print and/or electronic and visual media. • Interpret information provided by features of text and electronic media. • Do shared research about the topic. • Revise using feedback. • Revise using feedback from adults. • View and respond to visual media. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects. • Use a media source to do research. • Create a visual. • Use details. • Use facts. • Write sentences about a topic. • Use a visual display to enhance facts or details. |
| <p>30 Write About Information: Heritage & Handwriting 5 Share Your Heritage & Handwriting</p> | <p>W.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Provide a sense of closure. • Organize ideas through sequencing. • Revise using feedback. • Organize writing with an introduction, body, and conclusion. • Revise using a checklist. • Evaluate writing and choose activities to review and revise. • Use details. • Use facts. • Write sentences with legible handwriting. • Speak audibly and clearly to express thoughts, feelings, and ideas. • Write a paragraph about your heritage. • Write an informative or explanatory text. |
| <p>31 Adjectives & Handwriting 1 Describing Words & Handwriting</p> | <p>A.1.7 L.1.1.f</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Recognize descriptive words known as adjectives. |

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| | | <ul style="list-style-type: none"> • Use adjectives to describe someone or something. • Recall what a noun is. |
| 31 Adjectives & Handwriting 2 Articles & Handwriting | A.1.7 L.1.1.f L.1.1.h | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Recognize descriptive words known as adjectives. • Use the articles a, an, and the correctly. • Recognize the articles a, an, and the. |
| 31 Adjectives & Handwriting 3 Demonstratives & Handwriting | A.1.7 L.1.1.f | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use adjectives to describe someone or something. • Use demonstrative adjectives. • Recognize demonstrative adjectives. |
| 31 Adjectives & Handwriting 4 Review Adjectives & Handwriting | A.1.7 L.1.1.f | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify and use the articles a, an, and the. • Recognize descriptive words known as adjectives. • Use adjectives to describe someone or something. • Use the articles a, an, and the correctly. • Recognize the articles a, an, and the. • Use demonstrative adjectives. • Recognize demonstrative adjectives. • Free write about a topic. • Write in a journal. |
| 31 Adjectives & Handwriting 5 Adjectives Unit Checkpoint & Handwriting | A.1.7 L.1.1.f | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Recognize descriptive words known as adjectives. • Use adjectives to describe someone or something. • Recognize commands. • Use the articles a, an, and the correctly. • Recognize the articles a, an, and the. • Use demonstrative adjectives. • Evaluate Checkpoint results and choose activities to review. |
| 32 Experience Story: Write a Story About You & Handwriting 1 Get Started on Your Story & Handwriting | W.1.3 SL.1.4 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Generate ideas for writing. • Free write about a topic. • Write in a journal. |
| 32 Experience Story: Write a Story About You & Handwriting 2 Stories with a Beginning, Middle, and End & Handwriting | W.1.3 SL.1.4 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify the beginning, middle, and end of a story. • Plan the writing. • Provide a sense of closure. • Write a beginning, middle, and end. • Use a graphic organizer. • Identify a purpose for writing. • Identify the audience. |
| 32 Experience Story: Write a Story About You & Handwriting 3 Add Strong Words & Handwriting | W.1.3 SL.1.4 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Add descriptive details to strengthen writing. • Use descriptive phrases. • Use a graphic organizer. |
| 32 Experience Story: Write a Story About You & Handwriting 4 Write a Draft of Your Story & Handwriting | W.1.3 SL.1.4 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. |

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| | | <ul style="list-style-type: none"> • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Put events in time order. • Use transitions to connect ideas. • Write a beginning, middle, and end. • Write a brief story that describes an experience. • Write a draft. • Use a graphic organizer to tell a story orally. • Use planning ideas to create a first draft. |
| <p>32 Experience Story: Write a Story About You & Handwriting 5 Revise and Publish Your Experience Story & Handwriting</p> | <p>W.1.3 SL.1.4</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Illustrate a work. • Print legibly and space letters, words, and sentences appropriately. • Share the story. • Revise by adding or deleting text. • Use a checklist for editing and proofreading. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects. • Revise using a checklist. • Revise using feedback. • Write a final copy. • Write an experience story. • Evaluate writing and choose activities to review and revise. |
| <p>33 Capital Letters and Punctuation & Handwriting 1 Contractions & Handwriting</p> | <p>C.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Form and use contractions. • Recall what a possessive noun is. • Identify contractions. |
| <p>33 Capital Letters and Punctuation & Handwriting 2 Words in a Series & Handwriting</p> | <p>C.1.7 L.1.2.c</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. |

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| | | <ul style="list-style-type: none"> • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Use a comma to separate words in a series. • Recall what a noun is. • List nouns. |
| 33 Capital Letters and Punctuation & Handwriting 3 Dates & Handwriting | C.1.7 L.1.2.c | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Recall what a proper noun is. • Identify correctly written dates. • Use a capital letter and a comma in a date. |
| 33 Capital Letters and Punctuation & Handwriting 4 Review Capital Letters and Punctuation & Handwriting | C.1.7 L.1.2.c | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Form and use contractions. • Use a comma to separate words in a series. • Identify contractions. • Identify correctly written dates. • Use a capital letter and a comma in a date. • Free write about a topic. • Write in a journal. |
| 33 Capital Letters and Punctuation & Handwriting 5 Capital Letters and Punctuation Unit Checkpoint & Handwriting | C.1.7 L.1.2.c | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Form and use contractions. • Use a comma to separate words in a series. • Identify contractions. • Identify correctly written dates. • Use a capital letter and a comma in a date. • Evaluate Checkpoint results and choose activities to review. |

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| <p>34 Write a Response to a Book & Handwriting 1 What Book Have You Loved? & Handwriting</p> | <p>L.1.6</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Generate ideas for writing. • Free write about a topic. • Write in a journal. |
| <p>34 Write a Response to a Book & Handwriting 2 What Is a Book Report? & Handwriting</p> | <p>L.1.6</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify author. • Identify illustrator. • Identify story structure elements—plot, setting, character(s). • Give an opinion about a book. • Identify the main characters. • Support the opinion. • Write a response to a book. • Write a summary. • Identify a purpose for writing. |
| <p>34 Write a Response to a Book & Handwriting 3 Write an Introduction and a Summary of Your Book & Handwriting</p> | <p>L.1.6</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify story sequence. • Use time-order words. • Use transitions to connect ideas. • Sequence events in a text. • Write a summary. • Identify transitions. • Write an introduction. • Define transitions. • Recognize the importance of an introduction. • Recognize the need to use transitions to connect ideas in writing. • Choose information for a summary. |

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| <p>34 Write a Response to a Book & Handwriting 4 Write an Opinion and Reasons & Handwriting</p> | <p>W.1.1 L.1.6</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Replace ordinary adjectives with specific adjectives. • Provide a sense of closure. • Use transitions to connect ideas. • Write an opinion statement. • Distinguish between meaning variations in closely related verbs. • Distinguish between meaning variations in closely related adjectives. • Write a conclusion. • Identify reasons that support an opinion. |
| <p>34 Write a Response to a Book & Handwriting 5 Publish Your Book Report & Handwriting</p> | <p>L.1.6</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Give an opinion about a book. • Identify the main characters. • Organize ideas in a logical order. • Revise the book report. • State the title and author. • Use capitalization and punctuation correctly. • Use transitions to connect ideas. • Write a response to a book. • Write complete sentences. • Write sentences with appropriate spacing between words. • Write sentences with legible handwriting. • Revise using feedback. • Write a summary. • Use guidance from adults and peers to revise writing. • Revise using a checklist. • Write or draw a response to literature. • Support an opinion. • Write a book report. • Evaluate writing and choose activities to review and revise. |
| <p>35 Semester Review and Checkpoint & Handwriting 1 Semester Review & Handwriting</p> | <p>S.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom |

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| | | <p>directionality.</p> <ul style="list-style-type: none"> • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Recall grammar, usage, and mechanics rules and explain examples. |
| <p>35 Semester Review and Checkpoint & Handwriting 2 Semester Review: Sentences, Nouns, and Verbs & Handwriting</p> | <p>S.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify subject. • Identify predicate. • Use action verbs in sentences. • Use a capital letter to begin a proper noun. • Use a capital letter to begin a sentence and an end mark to end it. • Use a period to end a command. • Use a period to end a statement. • Use a question mark to end a question. • Use a verb that agrees with its subject. • Use an exclamation mark to end an exclamation. • Identify and use possessive nouns in sentences. • Recognize exclamations. • Recognize questions. • Recognize statements. • Recognize word groups that are sentences. • Recognize commands. • Use nouns. |
| <p>35 Semester Review and Checkpoint & Handwriting 3 Semester Checkpoint: Sentences, Nouns, and Verbs & Handwriting</p> | <p>S.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify subject. • Identify predicate. • Use action verbs in sentences. • Use a capital letter to begin a proper noun. • Use a capital letter to begin a sentence and an end mark to end it. • Use a period to end a command. • Use a period to end a statement. • Use a question mark to end a question. • Use a verb that agrees with its subject. • Use an exclamation mark to end an exclamation. • Identify and use possessive nouns in sentences. • Recognize word groups that are sentences. |

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| | | <ul style="list-style-type: none"> • Identify kinds of sentences. • Recognize that a sentence begins with a capital letter and ends with an end mark. • Identify proper and common nouns. • Know how to define and sketch different quadrilaterals. • Identify verbs in sentences. • Recognize that a complete sentence begins with a capital letter and has an end mark. • Evaluate Checkpoint results and choose activities to review. |
| <p>35 Semester Review and Checkpoint & Handwriting 4 Semester Review: Pronouns, Verb Tense, Adjectives, Capital Letters, and Punctuation & Handwriting</p> | <p>S.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify and use demonstrative adjectives. • Form and use contractions. • Recognize pronouns. • Use a capital letter for the pronoun I. • Use adjectives to describe someone or something. • Use the future tense of verbs. • Use the present tense of verbs. • Use a comma to separate words in a series. • Use the past tense of verbs. • Use singular and plural pronouns. • Use a capital letter and a comma in a date. • Use the articles a, an, and the correctly. |
| <p>35 Semester Review and Checkpoint & Handwriting 5 Semester Checkpoint: Pronouns, Verb Tense, Adjectives, Capital Letters, and Punctuation & Handwriting</p> | <p>S.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify and use demonstrative adjectives. • Form and use contractions. • Recognize pronouns. • Use a capital letter for the pronoun I. • Use adjectives to describe someone or something. • Use possessive pronouns. • Use the future tense of verbs. • Use the present tense of verbs. • Use a comma to separate words in a series. • Use indefinite pronouns. • Use the past tense of verbs. • Use singular and plural pronouns. • Recognize present tense of verbs. • Recognize future tense of verbs. • Use a capital letter and a comma in a date. • Recognize past tense of verbs. |

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| | | <ul style="list-style-type: none"> • Use the articles a, an, and the correctly. • Use demonstrative adjectives. • Evaluate Checkpoint results and choose activities to review. |
| 36 Write Your Own Story & Handwriting 1 The Best Characters & Handwriting | W.1.7 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify the main character(s). • Generate ideas for writing. • Free write about a topic. • Write in a journal. |
| 36 Write Your Own Story & Handwriting 2 Create a Story Map & Handwriting | W.1.7 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Identify setting. • Identify character(s). • Describe character(s). • Identify examples of problem and solution. • Describe story structure elements—problem and solution. • Identify the main characters. • Identify title. • Define plot. • Use a graphic organizer. |
| 36 Write Your Own Story & Handwriting 3 Draft a Story & Handwriting | W.1.7 | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Recognize quotations in dialogue. • Use transitions to connect ideas. • Generate ideas for writing. • Write a narrative with a beginning, middle, and end. • Describe characters by what they do, what they say, or what others say about them. • Write dialogue. • Use dialogue. |

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| <p>36 Write Your Own Story & Handwriting 4 Keep Writing Your Story & Handwriting</p> | <p>W.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Create mental imagery using sensory and descriptive language. • Use transitions to connect ideas. • Generate ideas for writing. • Revise by adding or deleting text. • Revise for clarity. • Revise for logical order or sequence. • Write a narrative with a beginning, middle, and end. • Write dialogue. • Use guidance from adults and peers to revise writing. • Collaborate with peers on writing projects. • Identify language that shows, not tells. |
| <p>36 Write Your Own Story & Handwriting 5 Illustrate and Publish a Story & Handwriting</p> | <p>W.1.7</p> | <ul style="list-style-type: none"> • Remember and write dictated letters and numbers. • Face letters and numbers in the correct direction. • Begin each letter and number correctly. • Make letter strokes in the correct order. • Place letters and numbers on the baseline. • Write in a consistent, grade-appropriate size. • Write letters and words with left-to-right directionality. • Write sentence(s) with left-to-right, top-to-bottom directionality. • Write sentences with appropriate spacing between words. • Write with appropriate pencil grip. • Organize ideas in a logical order. • Use capitalization and punctuation correctly. • Use transitions to connect ideas. • Write complete sentences. • Write sentences with appropriate spacing between words. • Write sentences with legible handwriting. • Revise by adding or deleting text. • Revise using feedback. • Use a checklist for editing and proofreading. • Use guidance from adults and peers to revise writing. • Revise using a checklist. • Write and publish a fictional story. • Evaluate writing and choose activities to review and revise. |