



Lynchburg City Schools 2013-2014

SOL / Enabling Objectives		Resources Community Buildi	ng	Assessments	Suggeste Time Frame
	Text	Activities	Technology		
Strand Reading 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words. a) Count phonemes (sounds) in syllables or words with a maximum of three syllables. b) Add or delete phonemes (sounds) orally to change syllables or words. c) Create rhyming words orally. d) Blend sounds to make word parts and words with one to three syllables. 1.6 The student will apply phonetic principles to read and spell. a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. f) Use word patterns to decode unfamiliar words. h) Read and spell common, high-frequency sight words, including	Text	Ice Breakers Activity 1 Book: Chrysanthemum Activity 1 Activity 2 The Name Jar Activity 1 Activity 2 Judy Moody Activity 1 Word Study Establishing Classroom Routines	Starfall.com: Alphabet Florida Center for Reading Research Carl's Corner Smart Exchange Have Fun Teaching.com	Teacher Observation Anecdotal Records	Week 1

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SOL / Enabling Objectives	Resources Community Building			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Reading 1.7 The student will use meaning clues and language structure to expand vocabulary when reading. a) Use titles and pictures. b) Use knowledge of the story and topic to read words. c) Use knowledge of sentence structure. d) Reread and self-correct. 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make predictions about content. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. Oral Language 1.1, 1.2, 1.3 Writing 1.11 The student will print legibly. 1.12 The student will write to communicate ideas.	Benchmark Leveled Readers Sentence Writing	Rubric Star Writers Writing Conferences	Pacing Guide Resources	Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	

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SOL / Enabling Objectives	Resources			Assessments	Suggeste Time Frame
	Text	Activities	Technology		
Strand			http://burke.pea		Week 2
Oral Language	Read Aloud HMH		body.k12.ma.us/J ourneysgrade1.h	Selection Test	WCCK 2
1.1 The student will continue to demonstrate growth in the use of oral language.	T14-T15 The Lion and the		tm	Spelling Test	
b) Tell and retell stories and events in logical order.	Mouse			On-Going Sight Word Assessments	
1.2 The student will expand understanding and use of word meanings.				Running Records	
a) Increase listening and speaking vocabularies.b) Begin to ask for clarification and explanation of words and ideas.c) Use common singular and plural nouns.	Benchmark Leveled		K-5 Curriculum Framework	Teacher Observation	
1.3 The student will adapt or change oral language to fit the situation.	Readers			Anecdotal Records	
c) Ask and respond to questions.	Leveled Readers			Formative Assessments	
1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.	Redders		Website: Resources		
a) Create rhyming words.b) Count phonemes (sounds) in one-syllable words.c) Blend sounds to make one-syllable words.d) Segment one-syllable words into individual speech sounds (phonemes).	Phonemic Awareness T18,T26,T44, T54		PALS		

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives		Resources	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. 1.6 The student will apply phonetic principles to read and spell. a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words. 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use words, phrases, and sentences. 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. d) Use text clues such as words or pictures to discern meanings of unknown words.	Leveled Benchmark Readers Word Study Teacher's Guide pp 40-41 Words with short a: T22, T40, T50, T60 Classify and Categorize Action Words T58-59 High Frequency Words and, be, help, play, with, you T16-T17 T28-29 T47, T55 T54, T64	Sorts Model the Sort Pattern sort Word Hunt Blind Writing Sort	Brainpopjr.com: Short vowels Starfall.com: Learn to read Houghton Mifflin Word Sorts online Florida Center for Reading Research Carl's Corner http://pinterest.c om/cindyhogsed/ sight-words-first- grade-fun/	Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 2

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SOL / Enabling Objectives	SOL / Enabling Objectives				Suggeste Time Frame
	Text	Activities	Technology		
 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. g) Retell stories and events, using beginning, middle, and end. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 	Benchmark Leveled Readers Main Selection What Is a Pal? HMH T32-38	Comprehensive Language and Literature Guide Lesson 1 p 40		Selection Test On-going Sight Word Assessments Running Records Teacher Observation	Week 2
 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. 	Genre Informational Text Skill Main Idea Strategy Summarize			Anecdotal Records Formative Assessments	

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SOL / Enabling Objectives	Resources Harcourt Story: Assessments						
	Text	Activities	Technology				
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.	Writing About Us Labels Grammar: Nouns: words that name people, words that name animals Writing Rubric Focus Sentence Writing	Students can make labels for classroom. Students draw a simple picture and apply labels. Rubric Star Writers Writing Conferences	http://1stgrconn ections.blogspot. com/2011/10/no un-sort.html K-5 Curriculum Framework	Teacher Observation Anecdotal Records	Week 2		

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. d) Participate in creative dramatics. e) Express ideas orally in complete sentences.	Read Aloud HMH T106-T107 Susie and the Bandits	Comprehensive Language and Literacy Guide P 42	http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm K-5 Curriculum Framework	Spelling Test On-Going Sight Word Assessments Running Records	Week 3
 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. c) Use common singular and plural nouns. d) Use vocabulary from other content areas. 1.3 The student will adapt or change oral language to fit the situation. a) Initiate conversation with peers and adults. 	Benchmark Leveled Readers		Brainpopjr.com: Short Vowels Starfall.com: Learn to read Houghton Mifflin Word Sorts online	Teacher Observation Anecdotal Records Formative Assessments	
 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes). 	Phonemic Awareness T110, T118, T136, T146, T157		Florida Center for Reading Research Carl's Corner		

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GRADING PERIOD: 1 st Nine Weeks (continued)							
SOL / Enabling Objectives		Resources Harcourt Story:			Assessment		Assessments	Suggested Time Frame
	Text	Activities	Technology					
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. 1.6 The student will apply phonetic principles to read and spell. a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words. 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use words, phrases, and sentences. d) Use knowledge of sentence structure. 1.8 The student will expand vocabulary.	Benchmark Leveled Readers Word Study Teacher's Guide Words with short i T114, T132, T143, T152, T152 Context Clues T150 - T151 High Frequency Words for, have, he, look, too, what	Sorts Model Sort Guess My Category Speed Sort Word Hunt K-5 Curriculum Framework http://pinterest.c om/cindyhogsed/ sight-words-first- grade-fun/	Website: Resources PALS	Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 3			
a) Discuss meanings of words in context. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas.	T108-T109 T120-121 T139 T147 T156							

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GRADING PERIOD: 1 st Nine Weeks (continued)				
SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. g) Retell stories and events, using beginning, middle, and end. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. e) Make and confirm predictions.	Benchmark Leveled Readers Main Selection The Storm HMH T124 - 130 Genre Realistic Fiction Skill Understanding Characters Strategy	-	_	Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 3
	Infer/Predict Benchmark Leveled Readers				

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SOL / Enabling Objectives	Resources Harcourt Story:			Assessn		Assessments	Suggested Time Frame
	Text	Activities	Technology				
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.	Writing About Us Captions Grammar Nouns that name places, nouns that name things T114, T132, T142, T152 Connect to Writing Nouns T158-159 Writing Rubric Focus Sentence Writing	Match pictures to captions. Have pictures from magazines that students can glue on paper and write a caption under each. Rubric Star Writers Writing Conferences	http://1stgrconn ections.blogspot. com/2011/10/no un-sort.html	Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 3		

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SOL / Enabling Objectives		Resources Harcourt Story:			Suggeste Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences.	Teacher Read Aloud HMH T198 - T199 Stone Stew	Journey's Comp. Lang. and Literacy Guide p 44	http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm	Selection Test Spelling Test On-Going Sight Word Assessments	Week 4
 1.3 The student will adapt or change oral language to fit the situation. a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes) words. 	Benchmark Leveled Readers Phonemic Awareness T202, T210, T228, T238 T247		Framework Website: Resources PALS	Running Records Teacher Observation Anecdotal Records Formative Assessments	

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GRADING PERIOD: 1 st Nine Weeks (continued)							
SOL / Enabling Objectives		Resources Harcourt Story:			Assessme		Assessments	Suggested Time Frame
	Text	Activities	Technology					
Strand Reading	Benchmark Leveled	Sorts	Brainpopjr.com:	Spelling Test	Week 4			
1.5 The student will apply knowledge of how print is organized and read.a) Read from left to right and from top to bottom.	Readers Word Study Teacher's	Model the Sort Guess My Category Open sort	Short Vowels Starfall.com: Learn to read	On-Going Sight Word Assessments				
1.6 The student will apply phonetic principles to read and spell.a) Use beginning and ending consonants to decode and spell single-syllable words.d) Use short vowel sounds to decode / spell single-syllable words.	Guide p 44 - 45 Words with short o	Blind Writing Sort	Houghton Mifflin Word Sorts online	Running Records Teacher Observation				
e) Blend beginning, middle, and ending sounds to recognize and read words.h) Read and spell commonly used sight words.	T206, T224, T234, T244, T250		Florida Center for Reading Research	Anecdotal Records Formative Assessments				
1.7 The student will use semantic clues and syntax to expand vocabulary when reading.a) Use words, phrases, and sentences.f) Reread and self-correct.	Words with inflection s		Carl's Corner	Assessments				
 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas. 	T239 High Frequency Words do, find, funny, sing, no, they		http://pinterest.c om/cindyhogsed/ sight-words-first- grade-fun/					

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GRADING PERIOD: 1 st Nine Weeks (continued) SOL / Enabling Objectives		Resources Harcourt Story:			Suggeste Time Frame
	Text	Activities	Technology		
1.9 The student will read and demonstrate comprehension of a variety of fictional texts.	Benchmark Leveled			Selection Test	Week 4
b) Set a purpose for reading. d) Make and confirm predictions.	Readers			Spelling Test	
e) Ask and answer who, what, when, where, why, and how questions about what is read.	Main Selection			On-Going Sight Word Assessments	
g) Retell stories and events, using beginning, middle, and end.	Curious George At School			Running Records	
				Teacher	
1.10 The student will read and demonstrate comprehension of a	Genre Fantasy			Observation	
variety of nonfiction texts.				Anecdotal Records	
b) Use prior and background knowledge as context for new	Skill				
learning.	Sequence of Events			Formative Assessments	
	Strategy Monitor/				
	Clarify				

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	Text	Activities	Technology		
Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others.	Writing About Us Sentences T207, T225 T235, T245 Grammars Verbs Writing Rubric Focus Sentence Writing	Write Facts About Cats Rubric Star Writers Writing Conferences	http://mrstsfirstg radeclass- jill.blogspot.com/ 2012/11/action- verbs.html	Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 4
1.14 The student will use available technology for reading and writing.					

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GRADING PERIOD: 1 st Nine Weeks SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences. 1.3 The student will adapt or change oral language to fit the situation. a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes). 1.6 The student will apply phonetic principles to read and spell. a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, & ending sounds to recognize & read words. h) Read and spell commonly used sight words.	Read Aloud "Painting Word Pictures" HMH T290 - 291 Phonemic Awareness T294, T302 T322, T332 T341 Word Study Teacher's Guide Lesson 1 p 40 - 41 Short e T298, T318, T328, T338, T344	Journey's Comp. Lang. and Literacy Guide Lesson 4, p. 46 Model Sort Pattern Sort Word Hunt Blind Writing Sort	PALS Starfall.com: Learn to read Florida Center for Reading Research Carl's Corner Smart Exchange HaveFunTeaching Brain pop Jr. Short vowels Chicken Stacker http://pbskids.or g/lions/games/st acker.html	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 5

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SOL / Enabling Objectives		Resources Harcourt Story:			Suggeste Time Frame	
	Text	Activities	Technology			
1.7 The student will use semantic clues and syntax to expand vocabulary when reading.	Background Knowledge	Feature vs. Purpose		Selection Test	Week 5	
b) Use titles and pictures.d) Use knowledge of sentence structure.	T304-T305	,,,,,		Spelling Test		
.,	Text and Graphic Features			On-Going Sight Word Assessments		
1.8 The student will expand vocabulary.a) Discuss meanings of words in context.	T306 - T307 T326c - T327			Running Records		
d) Use text clues such as words or pictures to discern meanings of unknown words.				Teacher Observation		
	High Frequency Words	Pass the Parcel		Anecdotal Records		
	all, does, here, me, my, who T292 - T293 T304 - T305 T325, T333			Formative Assessments		
	T342					

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. h) Identify the main idea or theme. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 	Benchmark Leveled Readers Main Selection Lucia's Neighborhood T308-316 Genre Informational Text		Build a Neighborhood http://pbskids.org/ rogers/buildANeig hborhood.html Ben's Guide to a Neighborhood http://bensguide .gpo.gov/k- 2/neighborhood/	Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation	Week 5
 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. 	Skill Text and Graphic Features Strategy Questions			Anecdotal Records Formative Assessments	

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GRADING PERIOD: 1 st Nine Weeks (continued) SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame	
	Text	Activities	Technology			
1.11 The students will use simple reference materials. a) Use knowledge of alphabetical order by first letter. Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others.	Alphabetical Order T336-T337 Focus Sentence Writing Grammar Adjectives T298 Adj. for Size T318 Adj. for Shape T328 Adj. Connect to Writing T344-345 Writing Rubric Focus 1st 9 Weeks Sentence Writing	ABC Order http://kindercraze. blogspot.com/2012 /08/abc-order- intro-and- freebie.html ABC Bat Order https://docs.google.com /file/d/0862C45cAimWu MzU1ZTUzOTEtNDFiOSO ONjgzLWJIMTktNzRmZD QyZjhkMWFh/edit?num =50&sort=name&layout =list&pli=1# Read Aliens Love Underpants Describe the monsters by their size and shape. List on chart paper. Create Adjective Anchor Charts	ABC order http://www.crick web.co.uk/ks1lit eracy.html#word order1 Students will put spelling words into ABC order. Adjective Sort Sort adjectives into words that describe either size or shape. Adjective Surprise! Place objects into a brown bag. Students will choose an object and describe its size and shape.	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments Rubric Star Writers Writing Conferences	Week 5	

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	Text	Activities	Technology			
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use	Read Aloud HMH T384 - T385	Journey's Comp. Lang. and Literacy Guide		Spelling Test On-Going Sight Word Assessments	Week 6	
of oral language. b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences.	Training Around the Town	Lesson 5 p 48		Running Records Teacher Observation		
1.3 The student will adapt or change oral language to fit the situation.a) Initiate conversation with peers and adults.b) Follow rules for conversation using appropriate voice level in small-group settings.c) Ask and respond to questions.	Benchmark Leveled Readers			Anecdotal Records Formative Assessments		
 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. d) Segment one-syllable words into individual speech sounds (phonemes). 	Phonemic Awareness T388, T396, T416, T426, T435					

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. 1.6 The student will apply phonetic principles to read and spell. a) Use beginning and ending consonants to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, & ending sounds to recognize & read words. h) Read and spell commonly used sight words. 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. e) Use knowledge of story structure. 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. e) Use vocabulary from other content areas.	Benchmark Leveled Readers Word Study Teacher's Guide Lesson 5 pp 48 - 49 Words with short u T392, T412, T422, T432, T438 Antonyms T430 - T431 Story Structure T400 - T401 T420 - T421 High Frequency Words friend, full, good, hold, many, pull T386 - T387 T398 - T399 T419 T427, T436	K-5 Curriculum Framework Model Sort Guess My Category Word Hunt Blind Writing Sort Antonym Feet Meet http://thefirstgrade parade.blogspot.co m/2011/02/how- many-antonym- feet-do-we- meet.html Antonym Printable Center http://www.ateeny tinyteacher.com/20 11/09/antonyms.ht ml	Gus the Duck http://www.starfall.co m/n/short- u/su/play.htm?f Word Family Sort http://www.readwritet hink.org/files/resources /interactives/wordfamil y/ Vowel Boot Camp http://pbskids.org/lions /videos/clipgrbag.html? pid=ckTp6tiQkObzo1Qi H1NrQMvucEZjVtCx Online Antonym Practice http://www.dosite y.com/2008/langu age/grammar/anto nyms1.htm Squanky the Tooth Taker http://www.earobi cs.com/gamegoo/g ames/squanky/squ anky.html	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 6

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SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
 1.9 The student will use, read, and demonstrate comprehension of a variety of fictional texts. a) Preview the selection b) Set a purpose for reading. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. 	Benchmark Leveled Readers Main Selection Gus Takes the Train T402 - T410	Story Genre Posters http://lifeinfirstgr ade1.blogspot.co m/2011/07/readi ng-genres- postersfreebie.ht ml	Character Practice http://www.thecur riculumcorner.com /2012/06/01/chara cters-2/ Plot Graphic Organizer http://pinterest.co	Selection Test Spelling Test On-Going Sight Word Assessments Running Records	Week 6
 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. 	Genre Fantasy Skill Story Structure Character, Setting, Plot Strategy Analyze/ Evaluate	Parts of a Story video clip http://pinterest.c om/pin/2885187 231094718/	m/pin/1550224121 45515979/ Setting http://www.brainp opjr.com/readinga ndwriting/storyele ments/setting/gro wnups.weml Story Structure ideas http://pinterest.co m/funwithfluff/cha racter-setting-plot- etc/	Teacher Observation Anecdotal Records Formative Assessments	

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GRADING PERIOD: 1 st Nine Weeks (continued)					_	
SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame	
	Text	Activities	Technology			
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and	Sentence Writing Grammar Adjectives T392 Adjectives for Color T412 Adjectives for Numbers T422 Adjectives Connect to Writing T438-439	Activities Daily Language Practice Adjectives that describe me! http://lifeinfirstgr ade1.blogspot.co m/search/label/a djectives Adjective Bulletin Board and Activity Ideas http://forthelove offirst.blogspot.c om/2013/03/adje ctives-you-	All the Colors of the Rainbow http://theinspire dapple.blogspot. com/2011/03/col or-word-adjective-activity-first.html	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments Rubric	Week 6	
phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.	Writing Rubric Focus 1st 9 weeks Sentence Writing	ask.html		Star Writers Writing Conferences		

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives	Har	Resources Harcourt Story: Jack and Rick			Suggested Time Frame
	Text	Activities	Technology		
Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. d) Participate in creative dramatics. 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. 1.3 The student will adapt or change oral language to fit the situation. d) Follow simple two-step oral directions. e) Give simple two-step oral directions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. Strand Reading 1.5 The student will apply knowledge of how print is organized & read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. 1.6 The student will apply phonetic principles to read and spell. a) Use beg. & ending consonants to decode & spell single-syllable words. e) Blend beginning, middle, & ending sounds to recognize 7 read words.	Read Aloud HMH Night of the Wolf T14-T15 Benchmark Leveled Readers Phonemic Awareness T18, T26, T46, T56, T65 Word Study Teaching Guide Lesson 6 p 50 - 51 Words with Short a T22, T42, T52, T62, T68	Journey's Comp. Lang. and Literacy Guide Lesson 6, p. 50 Sorts Model Sort Pattern Sort Speed Sort Blind Writing Sort	Short a Click on unit 10 http://www.eduplac e.com/kids/sv/books /content/wordbuilde r/?g=1&cb=1285438 474074#grade1 Short a Word Families http://www.dositey.c om/2008/language/p honics/phonics2.htm Starfall www.Starfall.com	On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 7

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SOL / Enabling Objectives		Resources Harcourt Story:			Suggeste Time Frame	
	Text	Activities	Technology			
 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. c) Ask for the meaning of unknown words and make connections to familiar words. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas. 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. 	Skill Classify and Categorize Action Words T60 - T61 High Frequency Words away, call, come, every, hear, said T16 - T17 T28 - T29 T49, T57, T66 Benchmark Leveled Readers	Vocabulary Practice http://pinterest.com/ pin/22736148115936 9017/ K-5 Curriculum Framework		Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 7	

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. 	Selection Jack and the Wolf T32-T40 Genre Fable Skill Characters Strategy Summarize	Character Chart http://pinterest.com/ pin/21117495428854 6/ Follow the Yellow Brick Road (summarizing) http://thefirstgradep arade.blogspot.jp/201 2/03/follow-yellow- brick-road- retelling.html		Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 7

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SOL / Enabling Objectives		Resources Harcourt Story:	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
Strand Writing	Sentence Writing	Daily Language Practice	Complete Sentence Practice	Spelling Test On-Going Sight	Week 7
 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and 	Grammar Complete Sentences T22, T42, T52, T68 - T69 Writing Rubric Focus Sentence Writing	Silly Sentences Center Idea http://thefirstgra deparade.blogspo t.jp/	http://www.bbc. co.uk/schools/m agickey/adventur es/patch_game.s html Word Order http://www.bgfl. org/bgfl/custom/ resources_ftp/cli ent_ftp/ks1/engli sh/beatrix/index. htm Scrambled	Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments Rubric	
phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.			Sentences http://www.msr ossbec.com/scra mbleintro.shtml	Star Writers Writing Conferences	

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. d) Participate in creative dramatics. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. 1.6 The student will apply phonetic principles to read and spell. b) Use two-letter consonant blends to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.	Read Aloud HMH Prairie Dogs T108 - T109 Phonemic Awareness T112, T120, T140, T150, T159 Benchmark Leveled Readers Word Study Teaching Guide Lesson 7 p 52 - 53 Words with Short i T116, T120, T140, T150, T159	See Journey's Comp. Lang. and Literacy Guide Lesson 7 p 52 Sorts Model Sort Open Sort Blind Writing Sort Word Hunt K-5 Curriculum Framework	Short i http://www.starfall.c om/n/make-a- word/ip/load.htm?f Short i sort http://www.readw ritethink.org/files/r esources/interactiv es/wordfamily/	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 8

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. e) Use vocabulary from other content areas. 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. 	Skill Using a Glossary T154 - T155 High Frequency Words animal, how, make, of, some, why T110-T111 T122-T123 T144, T151 T160 Benchmark Leveled Readers Main Selection How Animals Communicate T126 - T134	Dictionary Skills http://thefirstgradepara de.blogspot.com/2011/0 3/mad-dictionary- skills.html Sight Word Dominoes http://www.notimeforfl ashcards.com/2013/01/s ight-word-dominoes- speed-racer-game.html Scrabble http://pinterest.com/pin /50384089552624557/	Animal Communities http://www.harc ourtschool.com/ activity/animalco m/animalcom.ht ml Animals Say What http://pbskids.or g/sid/saywhat.ht ml Animals Creature Feature http://kids.natio nalgeographic.co	Teacher Observation Anecdotal Records Selection Test On-Going Sight Word Assessments Running Records Formative Assessments	Week 8
e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	Genre Informational Text Skill Details Strategy Infer/Predict	ulga.com/Riddles. html	m/kids/animals/c reaturefeature/		

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SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
		5 11 1			
Strand	6	Daily Language		Selection Test	Week 8
Writing	Sentence	Practice		C. III T	
1.12 The student will print legibly	Writing	Namina and		Spelling Test	
1.12 The student will print legibly. a) Form letters accurately.	6	Naming and		On Caina Cialet	
b) Space words within sentences.	Grammar	Telling Parts		On-Going Sight	
c) Use the alphabetic code to write unknown words phonetically.	Sentence Parts	review		Word Assessments	
c) use the alphabetic code to write unknown words phonetically.	Intro	http://teacherwe		D	
1.12 The student will write to communicate ideas for a variety of	T116	b.com/AL/Fairhop		Running Records	
1.13 The student will write to communicate ideas for a variety of		eElementary/Lop			
purposes.	Naming Part	ersLane/Unit1Gra		Teacher	
a) Generate ideas.	T136	mmarTransparen		Observation	
b) Focus on one topic.		cies.pdf			
c) Revise by adding descriptive words when writing about people,	Action Part			Anecdotal Records	
places, things, and events.	T146	Practice Sentence			
d) Use complete sentences in final copies.		Parts using		Formative	
e) Begin each sentence with a capital letter and use ending	Review	Sentence Strips		Assessments	
punctuation in final copies.	T156	http://pinterest.c			
f) Use correct spelling for commonly used sight words and		om/pin/2648680		Rubric	
phonetically regular words in final copies.	Writing Rubric	21807051341/		Star Writars	
g) Share writing with others.	Focus			Star Writers	
	1 st 9 weeks			Writing Conferences	
1.14 The student will use available technology for reading and	Sentence			Tarrent Grant Control Control	
writing.	Writing	K-5 Curriculum			
		Framework			

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SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Nine Week Assessments Remediation and Enrichment	Sentence Writing	K-5 Curriculum Framework Daily Language Practice Rubric Star Writers Writing Conferences		Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments 1st Nine Weeks Writing Rubric	Week 9

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GRADING PERIOD: 1 st Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		





GRADING PERIOD: 2 nd Nine Weeks SOL / Enabling Objectives	нг	Resources MH Story: A Musica	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. 1.3 The student will adapt or change oral language to fit the situation. c) Ask and respond to questions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. c) Identify letters, words, sentences, and ending punctuation.	Read Aloud T202-T203 "The Neighbors" Benchmark Leveled Readers Phonemic Awareness T206,T214, T234,T244,	Comprehensive language and Literacy Guide p.54-55	http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm K-5 Curriculum Framework Website: Resources PALS Brainpopjr.com: Starfall.com: Learn to read	Spelling Test On-Going Sight Word Assessments Teacher Observation Anecdotal Records Formative Assessments	Week 10





GRADING PERIOD: 2 nd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: A Musical Day			Assessments	Suggested Time Frame
	Text	Activities	Technology		
 1.6 The student will apply phonetic principles to read and spell. b) Use two-letter consonant blends to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words. 1.8 The student will expand vocabulary. b) Develop vocabulary by listening to and reading a variety of texts. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. e) Make and confirm predictions. 	Word Study Teachers Guide Lesson 8 P54-55 Segment phonemes Middle sounds Clusters with I Phonogramock Main Selection: A Musical Day T220-228 Genre: Realistic Fiction Skill: Sequence of Events Strategy: Analyze/ Evaluate	Model the Sort Guess my Category Speed Sort Blind Writing Sort High Frequency Words: her, now, our, she, today, would T205-205 T216-217 T237 T245 T254	Houghton Mifflin Florida Center for Reading Research Carl's Corner Word Sorts online	Teacher Observations Anecdotal Records Formative Assesssments	Week 10





SOL / Enabling Objectives	нм	Resources H Story: A Music	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
Strand Writing 1.12 The student will print legibly. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.	Thank- You Note Write to Describe Grammar: Writing Statements and Daily Proofreading Practice T211,T231, T241,T251 Writing Rubric Focus 2 nd Nine Weeks Narratives		http://www.jmea cham.com/writer s.workshop/writi ng.mini.lessons.h tm	Teacher Observation Anecdotal Records	Week 10





SOL / Enabling Objectives	Resources HMH Story: Dr. Suess			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. 1.3 The student will adapt or change oral language to fit the situation. c) Ask and respond to questions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words.	Read Aloud T202-T203 "The Neighbors" Benchmark Leveled Readers Phonemic Awareness T206,T214, T234,T244, T253	Comprehensive language and Literacy Guide p.54-55	http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm K-5 Curriculum Framework Website: Resources PALS	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 11





GRADING PERIOD: 2 nd Nine Weeks (continued SOL / Enabling Objectives		Resources HMH Story: Dr. Suess			Suggeste Time Frame
	Text	Activities	Technology		
Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. c) Identify letters, words, sentences, and ending punctuation. 1.6 The student will apply phonetic principles to read and spell. b) Use two-letter consonant blends to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words. 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use words, phrases, and sentences. b) Use titles and pictures. c) Use information in the story to read words.	Word Study Teacher's Guide Lesson 9 p.56 2 an 3 letter clusters with s	Model the sort Pattern Sort Word Sort Speed sort	Brainpopjr.com: Starfall.com: Learn to read Houghton Mifflin Florida Center for Reading Research Carl's Corner Word Sorts online	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 11





GRADING PERIOD: 2 nd Nine Weeks (continued)				Comment	
SOL / Enabling Objectives	Resources HMH Story: Dr. Suess			Assessments	Suggested Time Frame	
	Text	Activities	Technology			
 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. c) Ask for the meaning of unknown words and make connections to familiar words. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas. 	Benchmark Leveled Readers			Running Records	Week 11	
 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. h) Identify the main idea or theme. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 						





GRADING PERIOD: 2 nd Nine Weeks (continued) SOL / Enabling Objectives		Resources HMH Story: Dr. Suess			Suggested Time Frame
	Text	Activities	Technology		France
 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. 1.11 The student will use simple reference materials. a) Use knowledge of alphabetical order by first letter. b) Use a picture dictionary to find meanings of unfamiliar words. 	Main Selection: Dr. Suess P. T314-322 Genre: Biography Skill: Text and Graphic Feautres Strategy: Question		www.pinterest.c		Week 11





GRADING PERIOD: 2 nd Nine Weeks (continued SOL / Enabling Objectives	Resources HMH Story: Dr. Suess				Suggested Time Frame
	Text	Activities	Technology		
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.	Write to Describe: Description Grammar: Singular and Plural nouns T305 TT324 T334 2nd nine Weeks Writing Rubric: Narrative	Writers' Checklist Rubric Star Writers Writing Conferences	http://www.jmea cham.com/writer s.workshop/writi ng.mini.lessons.h tm		Week 11





GRADING PERIOD: 2 nd Nine Weeks (continued) SOL / Enabling Objectives	НМН	Resources HMH Story: The Cup Cake Party			Suggeste Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. d) Use vocabulary from other content areas. 1.3 The student will adapt or change oral language to fit the situation. b) Follow rules for conversation using appropriate voice level in small-group settings. c) Ask and respond to questions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes). e) Add or delete phonemes (sounds) to make new words.	Read Aloud T390-T391 "Chipper Chips In" Benchmark Leveled Readers Phonemic Awareness T394,T402, T422,T432, T443 Middle sounds	Comprehensive Language and Literacy Guide Lesson 10 p.T58	http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm K-5 Curriculum Framework Website: Resources PALS	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 12





GRADING PERIOD: 2 nd Nine Weeks (continued SOL / Enabling Objectives	нмі	Resources I Story: The Cup Cak	Assessments	Suggested Time Frame	
	Text	Activities	Technology		Traine
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. 1.6 The student will apply phonetic principles to read and spell. d) Use short vowel sounds to decode and spell single-syllable words. h) Read and spell commonly used sight words. 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. e) Use knowledge of story structure. f) Reread and self-correct. 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts.	Word Study Teacher's Guide Lesson 10 p.58 Final Clusters Words with "ump" Words with short u: T398,T418, T428,T438, T444 Story Structure: T406-407 T426-427 Synonyms: T436-437 High Frequency Words: eat, give, one, put, small, take T392-393 T404-405	Model the Sort Guess My Category Blind Writing Sort Open Sort	Brainpopjr.com: Starfall.com: Learn to read Houghton Mifflin Florida Center for Reading Research Carl's Corner Word Sorts online		Week 12





SOL / Enabling Objectives	нмн	Resources HMH Story: The Cup Cake Party			Suggeste Time Frame
	Text	Activities	Technology		
9 The student will read and demonstrate comprehension of a	Benchmark				Week 12
ariety of fictional texts.	Leveled			Spelling Test	1100112
Identify characters, setting, and important events.	Readers				
Retell stories and events, using beginning, middle, and end.				On-Going Sight	
Identify the main idea or theme.	Main			Word Assessments	
Read and reread familiar stories, poems, and passages with	Selection:				
uency, accuracy, and meaningful expression.	A Cupcake			Running Records	
	Party			Tanahan	
10 The student will read and demonstrate comprehension of a	T408-416			Teacher Observation	
ariety of nonfiction texts.	Genre:			Observation	
Preview the selection.	Fantasy			Anecdotal Records	
Use prior and background knowledge as context for new					
arning.	Skill:			Formative	
Set a purpose for reading.	Story			Assessments	
Identify text features such as pictures, headings, charts, and	structure				
aptions. Make and confirm predictions.	_				
Ask and answer who, what, where, when, why, and how	Strategy:				
uestions about what is read.	Visualize				
Identify the main idea.					
Read and reread familiar passages with fluency, accuracy, and					
eaningful expression.					





GRADING PERIOD: 2 nd Nine Weeks (continued)				
SOL / Enabling Objectives	НМН	Resources HMH Story: The Cup Cake Party			Suggested Time Frame
	Text	Activities	Technology		
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing. Remediation and Enrichment	Write to Describe: Description Focus: Organization Grammar: Prepositions and Prepositional Phrases T398,T418, T428, T439, Prepositions for where(on, up, away) Prepositions for when(after, now, today)	Writers' Checklist Rubric Star Writers Writing Conferences	http://www.jmea cham.com/writer s.workshop/writi ng.mini.lessons.h tm	2 nd Nine Week Writing Rubric Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 12





SOL / Enabling Objectives		Resources HMH: Sea Animals			Suggested Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences. 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. d) Use vocabulary from other content areas. 1.3 The student will adapt or change oral language to fit the situation. b) Follow rules for conversation using appropriate voice level in small-group settings. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes).	Read Aloud T14-15 "The Piano Lessons" Benchmark Leveled Readers Phonemic Awareness T18,T26,T48, T58,T67 Digraph "th" Base words with -s,-es,- ed,-ing	Comprehensive Language and Literacy Guide Lesson 11 p.60	http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm K-5 Curriculum Framework Website: Resources PALS	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 13





SOL / Enabling Objectives	l) 	Resources HMH Story: Sea Animals			Suggeste Time Frame
	Text	Activities	Technology		
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. 1.6 The student will apply phonetic principles to read and spell. c) Use beginning consonant digraphs to decode and spell single-syllable words. d) Use short vowel sounds to decode & spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. f) Use word patterns to decode unfamiliar words. h) Read and spell commonly used sight words.	Benchmark Leveled Readers Word Study: Lesson 11 p.60 Spelling: Words with "th" T22,T44,T54, T64,T70	Model the Sort Pattern Sort Word Hunt Blind Writing Sort	Brainpopjr.com: Starfall.com: Learn to read Houghton Mifflin Florida Center for Reading Research Carl's Corner Word Sorts online	Spelling Tests Teacher Observation Formative Assessments	Week 13
 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use words, phrases, and sentences. b) Use titles and pictures. c) Use information in the story to read words. d) Use knowledge of sentence structure. e) Use knowledge of story structure. f) Reread and self-correct. 	Classify and Categorize Color Words T62-63				





GRADING PERIOD: 2 nd Nine Weeks (continued)	-							
SOL / Enabling Objectives	Н	Resources HMH Story: Sea Animals			Assessments		Assessments	Suggested Time Frame
	Text	Activities	Technology					
 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. c) Ask for the meaning of unknown words and make connections to familiar words. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas. 	High Frequency Words: blue, cold, far, little, live, their, water, where T16-17 T28-29				Week 13			
1.9 The student will read and demonstrate comprehension of a variety of fictional texts.a) Preview the selection.	T51 T59 T68							
 b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. h) Identify the main idea or theme. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 	Benchmark Leveled Readers							





GRADING PERIOD: 2 nd Nine Weeks (continued) SOL / Enabling Objectives	Resources HMH Story: Sea Animals			Assessments	Suggeste Time Frame	
	Text	Activities	Technology			
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	Main Selection: Sea Animals T32-T41 Genre: Informational Text Skill: Author's Purpose Strategy Analyze/ Evaluate			Teacher Observation Anecdotal Records Formative Assessments	Week 13	





GRADING PERIOD: 2nd Nine Weeks (continued)					
SOL / Enabling Objectives	bjectives Resources HMH Story: Sea Anima		Resources HMH Story: Sea Animals		
	Text	Activities	Technology		
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.	Write to Inform: Sentences Use Adverbs Focus Trait: Ideas Grammar: Proper Nouns T22,T44,T54, T70-71	Daily Proofreading Practice T23,T45,T55, T65,T72	http://www.jmea cham.com/writer s.workshop/writi ng.mini.lessons.h tm	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	*Nov. 25-26 Thanks- giving – No HMH unit – enrichment and appropriate seasonal activities





SOL / Enabling Objectives	HMH Sto	Resources HMH Story: How Leopard Got His Spots			Suggeste Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. d) Participate in creative dramatics. e) Express ideas orally in complete sentences 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. d) Use vocabulary from other content areas.	Read Aloud "Turtle, Frog, and Rat" T110-T111	See Journey's Comp. Lang. and Literacy Guide Lesson 12, p. 62		Teacher Observation Anecdotal Records	Week 14
 1.3 The student will adapt or change oral language to fit the situation. c) Ask and respond to questions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes). 	Phonemic Awareness T114, T122, T144, T154, T163				





SOL / Enabling Objectives	HMH Sto	Resources HMH Story: How Leopard Got His Spots			Suggested Time Frame
	Text	Activities	Technology		
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. 1.6 The student will apply phonetic principles to read and spell. b) Use two-letter consonant blends to decode and spell single-syllable words. c) Use beginning consonant digraphs to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.	Benchmark Leveled Readers Word Study Teaching Guide Lesson 12 p. 62-63 Words with short ch, tch T114-116, T122, T154,T164 Words with possessives T144-T145, T154	Model Sort Pattern Sort Open Sort Speed Sort Ch Starfall http://www.starf all.com/n/skills/c h/load.htm?f Ch/tch Activities http://www.nort hwood.org.uk/ph onics%20tch%20c h.htm	Word Builder sh/ch (Click on unit 17) http://www.edu place.com/kids/s v/books/content /wordbuilder/?g =1&cb=13752057 47345#grade1 sh/ch Word Find http://www.edu place.com/kids/s v/applications/w ordfind/index.ht ml?grade=1&unit =17 Contractions 's http://www.man atee.k12.fl.us/sit es/elementary/sa moset/RESOURC ES/con10a.htm	Teacher Observation Anecdotal Records Spelling Test	Week 14





SOL / Enabling Objectives	HMH Sto	Resources HMH Story: How Leopard Got His Spots			Suggeste Time Frame
	Text	Activities	Technology		
1.7 The student will use semantic clues and syntax to expand vocabulary when reading. b) Use titles and pictures. d) Use knowledge of sentence structure. 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. e) Use vocabulary from other content areas.	Skill: Homophones T158-T159 High Frequency Words: been, brown, know, never, off, out, own, very T112-T113 T124-T125 T147 T155 T164	Homophone Match http://firstgradeis fantabulous.blogs pot.com/2011/04 /homophones.ht ml Beehive Homophones http://oceansoffir stgradefun.blogsp ot.com/2011/05/ hive-of- homophones.htm l Homophone printable https://docs.goog	Online Homophone Games http://www.lear ninggamesforkids .com/vocabulary _games/homoph ones-games.html Vocab Practice www.spellingcity. com Type in the 8 vocab words and play games using these words.	Teacher Observation Anecdotal Records	Week 14
		le.com/file/d/0B5 wagX0- agExb3RFSkR1QV dRR0djQUQ4V1hz dm9hdw/edit			





SOL / Enabling Objectives	нмн	Resources HMH: How Leopard Got His Spots			Suggested Time Frame
	Text	Activities	Technology		
 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. 	Benchmark Leveled Readers Main Selection: How the Leopard Got His Spots T128-T138 Genre: Folktale Skill: Sequence Strategy: Question	Sequencing: Alexander and the Terrible, Horrible, No Good Very Bad Day https://docs.goog le.com/file/d/0B- vfpaed7O- cY2EzZTRJOTEtM2 EOOS00YjcwLThJN DUtNTFhNJQ2MJd mN2U1/edit?pli= 1 Questioning Strategy http://snippetsby sarah.blogspot.co m/2012/05/teach ing-questioning- as- comprehension.h tml	4 min animated video, music only. First, Next, Then, Last http://pinterest.com/pin/2643050 71852614022/	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 14





GRADING PERIOD: 2 nd Nine Weeks (continued) SOL / Enabling Objectives	MWn c+	Resources ory: How Leopard G	at His Spats	Assessments	Suggested Time
	Text	Activities	Technology		Frame
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.	Sentence Writing Grammar: Proper Nouns Intro, T118 Names of Places, T140, T150 Review, T160, T166-T167 Writing Rubric Focus, 2nd 9 weeks: Narrative Writing	Proper Noun Pizza http://thefirstgra defairytales.blogs pot.com/2012/09 /proper-noun- pizzas- freebie.html Popcorn Writing http://applestoap plique.blogspot.c om/search/label/ School	Brainpop Jr. Nouns http://www.brai npopjr.com/readi ngandwriting/wo rd/nouns/grown ups.weml Rags to Riches, Nouns http://www.quia. com/rr/854023.h tml	Teacher Observation Anecdotal Records	Week 14





SOL / Enabling Objectives	Resources HMH Story: Seasons			Assessments	Suggeste Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order.	Read Aloud "The Prickly Pride of Texas" T206-T207	See Journey's Comp. Lang. and Literacy Guide Lesson 13, p. 64		Teacher Observation Anecdotal Records	Week 1
1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. d) Use vocabulary from other content areas.					
1.3 The student will adapt or change oral language to fit the situation. c) Ask and respond to questions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes).	Phonemic Awareness T210, T218, T240, T250, T259				





GRADING PERIOD: 2 nd Nine Weeks (continued)	arg city seriod				
SOL / Enabling Objectives		Resources HMH Story: Seaso	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. 1.6 The student will apply phonetic principles to read and spell. c) Use beginning consonant digraphs to decode and spell single-syllable words. h) Read and spell commonly used sight words.	Benchmark Leveled Readers Word Study Teaching Guide Lesson 13 p. 64-65 Words with short sh, wh, ph T210-T212, T218, T250, T260 Contractions 's, n't T20-241, T250	Model Sort Guess My Category Seed Sort Blind Writing Sort Word Web Find sh and ch http://www.edup lace.com/kids/sv/ applications/word find/index.html?g rade=1&unit=17	Th and Wh Click on unit 19 http://www.edu place.com/kids/s v/books/content /wordbuilder/?g =1&cb=13753615 81109#grade1 Starfall Wh http://www.starf all.com/n/skills/ wh/load.htm?f	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 15
		Contractions ('s) practice http://www.man atee.k12.fl.us/site	Contraction ideas http://babblingabb y.blogspot.com/20		
		s/elementary/sa moset/RESOURCE S/con10a.htm	11/01/contraction- activities-first- grade.html		





Lynchburg City Schools 2013-2014

GRADING PERIOD: 2 nd Nine Weeks (continued)	- •				
SOL / Enabling Objectives	Resources HMH Story: Seasons			Assessments	Suggested Time Frame
	Text	Activities	Technology		
 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. d) Use text clues such as words or pictures to discern meanings of unknown words. 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior & background knowledge as context for new learning. c) Set a purpose for reading. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. 	Skill: Words ending in -ed, -ing, -s T254-T255 High Frequency Words: down, fall, goes, green, grow, new, open, yellow T208-T209, T221- T221, T243, T251, T260 Main Selection: Seasons T224-T234 Genre: Informational Text Skill: Cause and Effect T244-T245	High Frequency Practice http://www.spellin gcity.com/ Type in the vocab words and click play games. There will be several options of free games to play with these words. Cause and Effect Roll http://www.fcrr.or g/studentactivities/ c_021a.pdf Cause and Effect Match http://www.fcrr.or g/studentactivities/ c_020b.pdf Pete the Cat Cause and Effect http://finallyinfirst. blogspot.com/2011	-ing PBS video http://pbskids.or g/go/video/?cate gory=Between%2 Othe%20Lionsπ d=Axv_DOQr77M 7L8505DtrbIVZejt 1dySU 4 Seasons video clip http://www.yout ube.com/watch? v=LTXtSGf1VdY	Teacher Observation Anecdotal Records On-Going Sight Word Assessments Running Records Formative Assessments	Week 15
e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how	Effect	Cause and Effect http://finallyinfirst.	Visualize http://snippetsbys arah.blogspot.com /2011/02/visualizin g.html		

CF refers to the VA SOL Curriculum Framework K-5 Curr Framework ESS refers to the VA SOL Enhanced Scope and Sequence Software\Journeys cds





GRADING PERIOD: 2 nd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources HMH Story: Season	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
 Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing. 	Sentence Writing Grammar: Subjects and Verbs Intro, T214, T235, T246, T256, T262- T263 Writing Rubric Focus, 2 nd 9 weeks: Narrative Writing	Pete the Cat Verbs http://thefirstgra defairytales.blogs pot.com/2012/10 /angry-verbs- giveaway.html Verb Activities http://firstgradeb lueskies.blogspot. com/2012/05/ver bs-are-action- words- freebie.html Narrative Anchor Charts http://fun-in- first.blogspot.com /2012/09/narrativ e-writing.html	Subject and Verb online game http://gotkidsga mes.com/sv/1stG radeSV.html Verb Video Clip http://www.yout ube.com/watch? v=wqsDKIheaek Monkey See Action Words http://www.yout ube.com/watch? v=KtR7b_Z-s6I	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	*Dec. 16-20 No HMH- Use this week for enrichment and appropriate seasonal activities





GRADING PERIOD: 2 nd Nine Weeks (continued)	urg city scrioo				_
SOL / Enabling Objectives	Н	Resources IMH Story: The Big R	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order.	Read Aloud "The Tortoise and the Hare" T302-T303	See Journey's Comp. Lang. and Literacy Guide Lesson 14, p. 66		Teacher Observation Anecdotal Record	Week 16
1.2 The student will expand understanding and use of word meanings.c) Use common singular and plural nouns.d) Use vocabulary from other content areas.		Phonemic		Spelling Test	
1.3 The student will adapt or change oral language to fit the situation.a) Initiate conversation with peers and adults.b) Follow rules for conversation using appropriate voice level in small-group settings.		Awareness T306, T314, T336, T346, T355			
1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.	Benchmark Leveled				
Reading	Readers				
 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. 	Word Study Teaching Guide Lesson 14 p. 66-67				





GRADING PERIOD: 2 nd Nine Weeks (continued) SOL / Enabling Objectives	Н	Resources MH Story: The Big	Assessments	Suggested Time	
	Text	Activities	Technology		Frame
Reading 1.6 The student will apply phonetic principles to read and spell. b) Use two-letter consonant blends to decode and spell single-syllable words. d) Use short vowel sounds to decode & spell single-syllable words. e) Blend beg., middle, & ending sounds to recognize & read words. h) Read and spell commonly used sight words.	Words with long a T306-T308, T314, T346, T356 Soft c, g, dge T336-T337, T346	Model Sort Guess My Category Speed Sort Blind Writing Sort Magic "e" Adventure http://www.fun4th ebrain.com/English /magice.html	Make a word a_e http://www.starfal l.com/n/make-a- word/silent- e/play.htm?f Long A Search http://www.sadlier - oxford.com/phonic s/grade_k_1/longa	Selection Test Spelling Test On-Going Sight Word Assessments Running Records	Week 16
 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. d) Use text clues such as words or pictures to discern meanings of unknown words. 	Skill: Classify and Categorize Number Words T350-T351 High Frequency Words: four, five, into, over, starts, three, two, watch T304-T305, T316-T317, T339, T347, T356	Soft c and g sort http://www.teacherspay teachers.com/Product/S oft-C-and-Soft-G-Sort- Football-Freebie-533000 Number word and Matching Printable game http://www.teacherspay teachers.com/Product/N umber-word-and- number-matching-game- 169492 Sight Word Dominoes http://www.notimeforfl ashcards.com/2013/01/s ight-word-dominoes- speed-racer-game.html	.htm Ice Cream Cake poem http://www.bbc.co .uk/schools/words andpictures/longv ow/poems/flash/fp oem6.shtml Scrabble http://pinterest.c om/pin/5038408 9552624557/	Teacher Observation Anecdotal Records Formative Assessments	





SOL / Enabling Objectives	н	Resources IMH Story: The Big	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. 	Benchmark Leveled Readers Main Selection: The Big Race T320-T330 Genre: Fantasy Skill:	Give it a Spin! Inference and Conclusion http://www.thee ducationcenter.co m/TextFiles/Email /te_literaturelinks112612.html Infer: http://www.philt ulga.com/Riddles.	Making Prediction Games http://www.wart games.com/them es/reading/predi ctions.html BrainPopJr. Making Predictions http://www.brai npopjr.com/readi	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative	Week 16
 b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. 	Conclusions T340-T341 Strategy: Infer/Predict	html	ngandwriting/co mprehension/ma kepredictions/pr eview.weml	Assessments	





SOL / Enabling Objectives	Resources HMH Story: The Big Race			Assessments	Suggeste Time Frame
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and	Sentence Writing Grammar: Verbs – Past and Present Time T310, T332, T342, T352, T358-T359 Writing Rubric Focus, 2 nd 9 weeks: Narrative Writing		Brain Pop Jr. Verbs http://www.brai npopjr.com/readi ngandwriting/wo rd/verbs/preview .weml	Teacher Observation Anecdotal Records Daily Language Practice Writers' Checklist Rubric Star Writers Writing Conferences	





GRADING PERIOD: 2 nd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources HMH Story: Animal Groups			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. d) Use vocabulary from other content areas. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. 1.6 The student will apply phonetic principles to read and spell. b) Use two-letter consonant blends to decode & spell single-syllable words. d) Use short vowel sounds to decode & spell single-syllable words. e) Blend beg., middle, & ending sounds to recognize & read words. h) Read and spell commonly used sight words.	Read Aloud "The Dancing Wolves" T398-T399 Phonemic Awareness T402, T410, T432 T442, T451 Benchmark Leveled Readers Word Study Teaching Guide Lesson 15 p. 68-69 Words with long I (CVCe) T402-T404, T410, T442, T452 Words with Digraphs kn, wr, gn, mb T432-T433, T442, T452	See Journey's Comp. Lang. and Literacy Guide Lesson 15, p.68 Model Sort Guess My Category Word Hunt Blind Writing Sort Long I Activities http://extraspecia Iteaching.blogspo t.com/2011/08/lo ng-i-cvce- unit.html	Long I word sort (Click on unit 21) http://www.edupl ace.com/kids/sv/b ooks/content/wor dsort/?g=1#grade1 Web Word Find Long I http://www.edupl ace.com/kids/sv/a pplications/wordfi nd/index.html?gra de=1&unit=21 Beginning Consonant Digraphs http://www.sadlier - oxford.com/phonic s/grade2_3/pg_12 8/begin_dia.htm	Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 17





The student will use semantic clues and syntax to expand abulary when reading. Use titles and pictures.	Text Skill: Suffixes	Activities	Technology		
abulary when reading. Jse titles and pictures.	Skill: Suffixes			A CONTRACTOR OF THE CONTRACTOR	
The student will expand vocabulary. Discuss meanings of words in context. Develop vocabulary by listening to and reading a variety of ts. Use text clues such as words or pictures to discern meanings known words.	-er, -est T446-T447 High Frequency Words: bird, both, eyes, fly, long, or, those, walk T400-T401, T412-T413, T435, T443, T452	Suffixes http://www.miss martinsclassroom .com/2013/03/co mparative-words- flip-books-er-and- est.html Suffix Class Book http://kinder- corner.blogspot.c om/2012/10/im- biggest-thing-in- ocean.html Classroom suffix idea http://www.yout		On-Going Sight Word Assessments Teacher Observation Anecdotal Records Formative Assessments	Week 17
		idea			





SOL / Enabling Objectives	Resources HMH Story: Animal Groups			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea.	Benchmark Leveled Readers Main Selection: Animal Groups T416-T426 Genre: Informational Text Skill: Compare/ Contrast	Compare/ Contrast http://www.fcrr.o rg/studentactiviti es/c_021b.pdf Monitor/ Clarify video clip http://www.yout ube.com/watch?v =CBzRMRy0Llk Compare and Contrast Animals https://sites.goog	Animal Compound Word Match http://www.voca bulary.co.il/comp ound- words/primary/c ompound- animal-word- match/ Animals Say What http://pbskids.or g/sid/saywhat.ht ml Animals Creature Feature http://kids.natio	Teacher Observation Anecdotal Records On-Going Sight Word Assessments Running Records Formative Assessments	Week 17
h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	Strategy: Monitor/ Clarify	le.com/site/scien ceforkids11/hom e/compare-and- contrast	nalgeographic.co m/kids/animals/c reaturefeature/		





SOL / Enabling Objectives	Resources HMH Story: Animal Groups			Assessments	Suggeste Time Frame
	Text	Activities	Technology		
Strand	Contono)
Writing	Sentence Writing			Teacher	Week 17
1.12 The student will print legibly.				Observation	
a) Form letters accurately.		Daily Language			
b) Space words within sentences.	6	Practice		Anecdotal Record	
c) Use the alphabetic code to write unknown words phonetically.	Grammar: Verbs – be, is,				
1.13 The student will write to communicate ideas for a variety of purposes.	are, was, were	Writers' Checklist			
a) Generate ideas.		Rubric			
b) Focus on one topic.	Writing Rubric				
c) Revise by adding descriptive words when writing about people,	Focus	Star Writers			
places, things, and events.	2 nd 9 weeks:				
d) Use complete sentences in final copies.	Narrative	Writing			
e) Begin each sentence with a capital letter and use ending punctuation in final copies.	Writing	Conferences			
f) Use correct spelling for commonly used sight words and					
phonetically regular words in final copies.					
g) Share writing with others.					
1.14 The student will use available technology for reading and writing.					
wiitiig.					
Formative Assessments					
Remediation and Enrichment					











SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. a) Listen and respond to a variety of electronic media and other age-appropriate materials. b) Tell and retell stories and events in logical order. d) Participate in creative dramatics. e) Express ideas orally in complete sentences. 1.2 The student will expand understanding and use of word meanings. d) Use vocabulary from other content areas. 1.3 The student will adapt or change oral language to fit the situation. a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings. c) Ask and respond to questions. d) Follow simple two-step oral directions. e) Give simple two-step oral directions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. e) Add or delete phonemes (sounds) to make new words.	Teacher Read Aloud T14-T15 "One Giant Leap" Benchmark Leveled Readers Phonemic Awareness T18,T26,T50, T60,T69	Comprehensive Language and Literacy Guide Lesson 16 p.70	http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm K-5 Curriculum Framework Website: Resources PALS	Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	Week 18





SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. 1.6 The student will apply phonetic principles to read and spell. h) Read and spell commonly used sight words.	Benchmark Leveled Readers Word Study Teacher's Guide Lesson 16 p.70 Spelling: Words With long o and long u T22,T46,T56,	Harcourt Leveled Readers Model the Sort Pattern Sort Blind Writing Sort Speed Sort	Brainpopjr.com: Short Vowels Starfall.com: Learn to read Houghton Mifflin Florida Center for Reading Research Carl's Corner Word Sorts online		Week 18
 a) Use words, phrases, and sentences. b) Use titles and pictures. c) Use information in the story to read words. d) Use knowledge of sentence structure. e) Use knowledge of story structure. f) Reread and self-correct. 1.8 The student will expand vocabulary. e) Use vocabulary from other content areas. 	T66 High Frequency Words: around, because, before, bring, carry, light, show, think T16-17,T28-29, T53,T61,T70				





SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. d) Make and confirm predictions. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. 	Benchmark Leveled Readers Main Selection: Let's Go To The Moon T32-T44 Genre: Informational Text Skill: Main Idea and Details Strategy: Question		http://www.gob ookee.net/moon- activities-first- grade/		Week 18





		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
itrand					
Vriting	Writing Rubric	Daily Language	http://www.jmea		Week 18
	Focus:	Practice	cham.com/writer		
.12 The student will print legibly.	Friendly Letter		s.workshop/writi		
) Form letters accurately.		Writers' checklist	ng.mini.lessons.h		
) Space words within sentences.			tm		
) Use the alphabetic code to write unknown words phonetically.	Grammar:	Rubric			
13 The student will write to communicate ideas for a variety of	Questions	Chan Muitana			
purposes.	T22,T46,T56,	Star Writers			
) Generate ideas.	T66,T72-73	\A/witin a			
o) Focus on one topic.	Write To	Writing Conferences			
) Revise by adding descriptive words when writing about people,	Narrate:	Conferences			
places, things, and events.	Sentences,				
I) Use complete sentences in final copies.	Ideas				
e) Begin each sentence with a capital letter and use ending	TT23,T47,T57,				
ounctuation in final copies.	T67,T74				
) Use correct spelling for commonly used sight words and	107,174				
phonetically regular words in final copies.					
;) Share writing with others.					
.,					
14 The student will use available technology for reading and vriting.					
vriding.					





SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. a) Listen and respond to a variety of electronic media and other age-appropriate materials. b) Tell and retell stories and events in logical order. e) Express ideas orally in complete sentences.	Teacher Read aloud "The Rainy Trip" pT112-113	Comprehensive Language and Literacy Guide Lesson17 p.72	http://burke.pea body.k12.ma.us/J ourneysgrade1.h tm K-5 Curriculum Framework	Selection Test Spelling Test On-Going Sight Word Assessments Running Records	Week 19
 1.2 The student will expand understanding & use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. 1.3 The student will adapt or change oral language to fit the situation. a) Initiate conversation with peers and adults. b) Follow rules for conversation using appropriate voice level in small-group settings. c) Ask and respond to questions. d) Follow simple two-step oral directions. e) Give simple two-step oral directions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. a) Create rhyming words. b) Count phonemes (sounds) in one-syllable words. c) Blend sounds to make one-syllable words. d) Segment one-syllable words into individual speech sounds (phonemes). e) Add or delete phonemes (sounds) to make new words. 	Benchmark Leveled Readers Phonemic Awareness T116,T124. T148,T158, T167 Substitute Phonemes		Website: Resources PALS	Teacher Observation Anecdotal Records Formative Assessments	





GRADING PERIOD: 3 ^{ra} Nine Weeks (continued SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Reading 1.5 The student will apply knowledge of how print is organized & read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing.	Benchmark Readers	Model the Sort Guess My Category Blind Writing Sort Word Hunt	Brainpopjr.com: Starfall.com: Learn to read Houghton Mifflin Florida Center for		Week 19
 1.6 The student will apply phonetic principles to read and spell. a) Use beginning and ending consonants to decode and spell single-syllable words. b) Use two-letter consonant blends to decode and spell single-syllable words. h) Read and spell commonly used sight words. 	Word Study: Teacher's guide Lesson 17 p. 72		Reading Research Carl's Corner Word Sorts online		
 1.7 The student will use semantic clues and syntax to expand vocabulary when reading. a) Use words, phrases, and sentences. b) Use titles and pictures. c) Use information in the story to read words. d) Use knowledge of sentence structure. e) Use knowledge of story structure. f) Reread and self-correct. 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to & reading a variety of texts. e) Use vocabulary from other content areas. 	High Frequency Words: about, by, car, could, don't, maybe, sure, there T118,T126, T151,T159, T168				





SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
 1.10 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. h) Identify the main idea or theme. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 	Benchmark Leveled Readers Main Selection: The Big Trip T130-142 Genre: Fantasy Skill: Compare and Contrast Strategy: Visualize			Selection Test Teacher Observation Anecdotal Records Formative Assessments	Week 19
 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions. 	Main Selection: The Big Trip T130-T142 Genre: Fantasy Skill: Compare and Contrast Strategy: Visualize				





SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others.	Writing Rubric Focus: Friendly Letter Write To Narrate: Sentences and Ideas T121,T145, T155,T165, T172 Grammar: Kinds of Sentences: T120,T144, T154,T164	Daily Language Practice Writers' checklist Rubric Star Writers Writing Conferences	http://www.jmea cham.com/writer s.workshop/writi ng.mini.lessons.h tm		Week 19
1.14 The student will use available technology for reading and					





SOL / Enabling Objectives		Resources Harcourt Story:	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order.	Read Aloud "The Three Wishes" T210-T211	See Journey's Comp. Lang. and Literacy Guide Lesson 18, p.74		Selection Test Spelling Test	Week 20
1.3 The student will adapt or change oral language to fit the situation. e) Give simple two-step oral directions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.	Phonemic Awareness T214, T222, T246, T256, T265			On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative Assessments	





SOL / Enabling Objectives		Resources Harcourt Story:	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. 1.6 The student will apply phonetic principles to read and spell. b) Use two-letter consonant blends to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.	Benchmark Leveled Readers Word Study Teaching Guide Lesson 18 p. 74-75 Words with short ai, ay T214-T216, T222, T256, T266 Contractions T246-T247, T256, T266	Model Sort Pattern Sort Word Hunt Speed Sort Two Vowels Walking http://www.starfall .com/n/make-a- word/two- vowels/load.htm?f ai/ay (click on unit 27) http://www.eduplace .com/kids/sv/books/c ontent/wordbuilder/? g=1&cb=1376354503 579#grade1	Fly By Contractions http://www.sadlier - oxford.com/phonic s/flyby/flyby1.htm Contractions http://www.manat ee.k12.fl.us/sites/e lementary/samose t/RESOURCES/con7 a.htm ai/ay http://dl.dropboxu sercontent.com/u/ 39678673/ai%20ay %20worksheet.pdf	Teacher Observation Anecdotal Records Spelling Test	Week 20





SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
 1.8 The student will expand vocabulary. a) Discuss meanings of words in context. b) Develop vocabulary by listening to and reading a variety of texts. d) Use text clues such as words or pictures to discern meanings of unknown words. e) Use vocabulary from other content areas. 	Skill: Multiple Meaning Words T260-T261 High Frequency Words: first, food, ground, right, sometimes, these, under, your T212-T213, T224-T225, T249, T257, T266	Multiple Meaning Words https://docs.google .com/file/d/0B- vfpaed7O- cbUNmOUtUVFU0Y 2M/edit Snacking on Multiple Meaning Words https://docs.google .com/file/d/0B- vfpaed7O- cRkNnZVdmR2xsd2 s/edit High Frequency Practice http://mrsmorrows kindergarteners.blo gspot.com/2011/03 /popcorn-word- activities.html	Spelling City (type in high frequency words and play a game with them) www.spellingcity. com	Teacher Observation Anecdotal Records	Week 20





SOL / Enabling Objectives		Resources Harcourt Story:	Assessments	Suggested Time Frame	
	Text	Activities	Technology		
 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. 	Benchmark Leveled Readers Main Selection: Where Does Food Come From? T228-T240 Genre: Informational Text Skill: Author's Purpose Strategy: Summarize	Author's Purpose http://lifeinfirstgr ade1.blogspot.co m/2013/03/autho rs-purpose.html Summarizing Activities http://www.cobb k12.org/Cheatha mhill/LFS%20Upd ate/summarizing_ strategies.htm	Author's Purpose Video Clip http://www.yout ube.com/watch? v=DGe2lw0jf0c	Teacher Observation Anecdotal Records Selection Test On-Going Sight Word Assessments Running Records Formative Assessments	Week 20





SOL / Enabling Objectives		Resources Harcourt Story:			Suggested Time Frame
	Text	Activities	Technology		
Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing	Sentence Writing Grammar: Names of Months, Days, Holidays T218, T242, T252, T262, T268-T269 Writing Rubric Focus, 3 rd 9 weeks: Friendly Letter	Daily Language Practice Ice Cream Days of the Week http://doodlebug steaching.blogspo t.com/2011/07/ic e-cream-days-of- week-free- download.html Parts of a Friendly Letter http://crisscrossa pplesauceinfirstgr ade.blogspot.com /2012/01/friendly -letter-song- freebie-and- award.html	Days of the Week http://www.royt hezebra.com/rea ding-games/high- frequency- words-days.html Months of the Year http://www.royt hezebra.com/rea ding-games/high- frequency- words- months.html	Daily Language Practice Writers' checklist Rubric Star Writers Writing Conferences Selection Test Spelling Test On-Going Sight Word Assessments Running Records Teacher Observation Anecdotal Records Formative	





GRADING PERIOD: 3 rd Nine Weeks (continued)							
SOL / Enabling Objectives	Resources Harcourt Story:			Δssessm		Assessments	Suggested Time Frame
	Text	Activities	Technology				
Strand Oral Language 1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order. 1.2 The student will expand understanding and use of word meanings. a) Increase listening and speaking vocabularies. b) Begin to ask for clarification and explanation of words and ideas. d) Use vocabulary from other content areas. 1.3 The student will adapt or change oral language to fit the situation. c) Ask and respond to questions. 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.	Read Aloud "Christina's Work" T308-T309 Phonemic Awareness T312, T320, T340, T350, T360	Journey's Comp. Lang. and Literacy Guide Lesson 19, p.76		Teacher Observation Anecdotal Records	Week 21		





GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources Harcourt Story:			Assessments	Suggested Time Frame
	Text	Activities	Technology		





			1		
Strand Reading 1.5 The student will apply knowledge of how print is organized and read. a) Read from left to right and from top to bottom. b) Match spoken words with print. c) Identify letters, words, sentences, and ending punctuation. d) Read his/her own writing. 1.6 The student will apply phonetic principles to read and spell. b) Use two-letter consonant blends to decode and spell single-syllable words. d) Use short vowel sounds to decode and spell single-syllable words. e) Blend beginning, middle, and ending sounds to recognize and read words. h) Read and spell commonly used sight words.	Benchmark Leveled Readers Word Study Teaching Guide Lesson 19 p. 76-77 Words with short oa, ow T312-T314, T320, T350, T360 Contractions 've, 're T340-T341, T350, T360	Model the Sort Pattern Sort Blind Writing Sort Meaning Sort Row The Boat http://burstoffirst .blogspot.com/20 11/03/oa-and- ow-free- printable.html oa/ow word sort printable http://oceansoffir stgradefun.blogsp ot.com/2011/02/l ong-o-oa-and- ow.html	Soap Boat http://www.starf all.com/n/two- vowels/tv/load.h tm?f Word Builder (Click on unit 32) http://www.edu place.com/kids/s v/books/content /wordbuilder/?g =1&cb=13765243 31697#grade1 oa/ow boats http://lifeinfirstg rade1.blogspot.c om.au/2013/03/ what-weve-been- up-to.html	Teacher Observation Anecdotal Records Spelling Test Word Surgery Contractions http://firstgradewo w.blogspot.ca/2012 /01/word- surgery.html	Week 21
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:	I	Assessments	Suggested Time Frame
	Text	Activities	Technology		





SOL / Fnabling Objectives Resources Assessments Time	1.9 The student will read and demonstrate comprehension of a variety of fictional texts. a) Preview the selection. b) Set a purpose for reading. c) Relate previous experiences to what is read. d) Make and confirm predictions. e) Ask and answer who, what, when, where, why, and how questions about what is read. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end. i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Preview the selection. b) Use prior and background knowledge as context for new learning. c) Set a purpose for reading. e) Make and confirm predictions. f) Ask and answer who, what, where, when, why, and how questions about what is read. g) Identify the main idea. h) Read and reread familiar passages with fluency, accuracy, and meaningful expression. GRADING PERIOD: 3 rd Nine Weeks (continued)	Benchmark Leveled Readers Main Selection: Tomas Rivera T326-T334 Genre: Biography Skill: Conclusions Strategy: Monitor/ Clarify	Biography Ideas https://docs.goog le.com/file/d/0B3	Jane Medina author info http://www.harco urtschool.com/stor ytown/menus/aut hors_illustrators/a ctivities/grade1/ai _g1l15.html Rene King Moreno Illustrator Info http://www.harco urtschool.com/stor ytown/menus/aut hors_illustrators/a ctivities/grade1/ai _g1l15a.html Monitor and Clarify http://pinterest.co m/pin/5425437048 2500093/	Teacher Observation Anecdotal Records Selection Test On-Going Sight Word Assessments Running Records Formative Assessments	Week 21
Text Activities Technology			Harcourt Story:		Assessments	Suggested Time Frame





Strand Writing 1.12 The student will print legibly. a) Form letters accurately. b) Space words within sentences. c) Use the alphabetic code to write unknown words phonetically. 1.13 The student will write to communicate ideas for a variety of purposes. a) Generate ideas. b) Focus on one topic. c) Revise by adding descriptive words when writing about people, places, things, and events. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for commonly used sight words and phonetically regular words in final copies. g) Share writing with others. 1.14 The student will use available technology for reading and writing.	Sentence Writing Grammar: Future Tense T316, T356, T362-T363 Future Tense using will T336 Future using going to T346 Writing Rubric Focus, 3 rd 9 weeks: Friendly Letter	Past, present, Future Verb tense (freebie) http://www.teache rspayteachers.com/ Product/Past- Present-Future- Verb-Sort-437436 Pirate Verb Tense https://docs.google .com/file/d/0B- vfpaed70- cMVVpbHN6Wk9IS Ws/edit Friendly Letter Prompts http://www.santee sd.net/cms/lib/CA0 1000468/Centricity /Domain/22/2nd_G rade_Letter_Practic e_Prompts_List.pdf	Friendly Letter Maker http://www.abcy a.com/friendly_l etter_maker.htm Learn to write a Friendly Letter http://www.netr over.com/~kings kid/letter/letter main.html	Daily Language Practice Writers' checklist Rubric Star Writers Writing Conferences	Week 21
GRADING PERIOD: 3 rd Nine Weeks (continued)	<u> </u>				
SOL / Enabling Objectives	_	Resources Harcourt Story:		Assessments	Suggested Time Frame
	Text	Activities	Technology		





	Т			I	1	
Strand Oral Language					Selection Test	
					Spelling Test	
					On-Going Sight Word Assessments	
					Running Records	
					Teacher Observation	
					Anecdotal Records	
					Formative Assessments	
Reading						
GRADING PERIOD: 3 rd Nir	ne Weeks (continued)					
SOL / Enabling Object			Resources Harcourt Story:		Assessments	Suggested Time Frame
		Text	Activities	Technology		





CDADING DEDICO.	3 rd Nine Weeks (continued)					
GRADING PERIOD:	3 rd Nine Weeks (continued)	l				Suggested
SOI / En	abling Objectives	Resources		Assessments	Suggested Time	
3327 2116	ability Objectives		Harcourt Story:		Assessments	Frame
		Text	Activities	Technology		





GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Suggested Time Frame
	Text	Activities	Technology		





SOL / Enabling Objectives	Resources Harcourt Story:	Assessments	Suggested Time Frame
GRADING PERIOD: 3 rd Nine Weeks (continued)			
CDADING DEDIOD: 2rd Nine Weeks (see the set)			





	Text	Activities	Technology		
Writing:		Daily Language Practice			
		Writers' checklist			
		Rubric			
		Star Writers			
		Writing Conferences			
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Suggested Time Frame





	Text	Activities	Technology		
Strand Oral Language				Selection Test	
				Spelling Test	
				On-Going Sight Word Assessments	
				Running Records	
				Teacher Observation	
				Anecdotal Records Formative Assessments	
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Suggested Time Frame





	Text	Activities	Technology		
1.7 The student will use meaning clues and language structure to expand vocabulary when reading.					
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Suggested Time Frame





	Text	Activities	Technology		
ord out to the control of the contro					
GRADING PERIOD: 3 rd Nine Weeks (continued)					Suggested
SOL / Enabling Objectives		Resources		Assessments	Suggested Time
55-7		Harcourt Story:			Frame





	Text	Activities	Technology		
Writing		Daily Language Practice			
		Writers' checklist			
		Rubric			
		Star Writers			
		Writing Conferences			
GRADING PERIOD: 3 rd Nine Weeks (continued)					
		Resources			Suggested
SOL / Enabling Objectives		Harcourt Story:		Assessments	Time Frame





	Text	Activities	Technology		
Strand				Selection Test	
Oral Language				Spelling Test	
				On-Going Sight Word Assessments	
				Running Records	
				Teacher Observation	
				Anecdotal Records	
				Formative Assessments	
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Suggested Time Frame





	Text	Activities	Technology		
Reading					
Reduing					
GRADING PERIOD: 3 rd Nine Weeks (continued)					I.
SOL / Enabling Objectives	Resources Harcourt Story: Assessment			Assessments	Suggested Time
		Harcourt Story:			Frame





	Text	Activities	Technology		
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources		Assessments	Suggested Time
SOL / Litabiling Objectives		Harcourt Story:		Assessificitis	Frame





	Text	Activities	Technology		
CDADING DEDICE.					
GRADING PERIOD: 3 rd Nine Weeks (continued)					Suggested
SOL / Enabling Objectives	Resources		Assessments	Time	
	Harcourt Story:				Frame









	Text	Activities	Technology		
Strand					
Oral Language				Selection Test	
				Spelling Test	
				On-Going Sight Word Assessments	
				Running Records	
GRADING PERIOD: 3 rd Nine Weeks					
GRADING PERIOD: 3 rd Nine Weeks		_			Suggested
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Time Frame





	Text	Activities	Technology		
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Fachling Objectives		Resources		Accessments	Suggested
SOL / Enabling Objectives	Harcourt Story:			Assessments	Time Frame





	Text	Activities	Technology		
		Daily Language Practice Writers' checklist Rubric Star Writers Writing Conferences	recimology		
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Suggested Time Frame





	Text	Activities	Technology		
Strand				Selection Test	
Oral Language				Spelling Test	
				On-Going Sight Word Assessments	
				Running Records	
				Teacher Observation Anecdotal Records Formative Assessments	
CDADING DEDICO.					
GRADING PERIOD: 3 rd Nine Weeks (continued)		Resources			Suggested
SOL / Enabling Objectives		Harcourt Story:		Assessments	Time Frame





	Text	Activities	Technology		
Reading					
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Suggested Time Frame





		Text	Activities	Technology		
GRADING PERIOD:	3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources		Assessments	Suggested Time	
3 3 3 3 3			Harcourt Story:			Frame





		Text	Activities	Technology		
GRADING PERIOD:	3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources		Assessments	Suggested Time	
3 3 3 3 3			Harcourt Story:			Frame





	Text	Activities	Technology		
	Text	Activities Daily Language Practice Writers' checklist Rubric Star Writers Writing Conferences	Technology		
Nine Week Assessments Remediation and Enrichment GRADING PERIOD: 3 rd Nine Weeks (continued)				3rd Nine Weeks Writing Rubric	
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Time Frame





	Text	Activities	Technology		
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Time Frame





	Text	Activities	Technology		
GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives		Resources Harcourt Story:		Assessments	Time Frame





	Text	Activities	Technology	
Review for SOL Test				
Neview for SOL Test				