

	Trimester 1	Trimester 2	Trimester 3
READING GENRE	LITERARY	INFORMATIONAL-Literary	INFORMATIONAL TEXT-Non-Literary
	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • <i>Retell w/Central Message & Key Details</i>-RL 1.2 • <i>Characters, setting and major events</i>-RL 1.3 • Sensory Language-RL 1.4 • Point of View-who telling story-RL 1.6 • Compare & Contrast Characters-RL 1.9 	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • <i>Main Topic</i>-RI1.2 • <i>Retell w/ Key Details</i>-RI1.2 • Differences between literary and informational genre-RL1.5 • Connection between events, ideas or individuals within a text-RI1.3 • Author's reasons to support points-RI 1.8 • Compare & Contrast Two Texts-same topic-RI 1.9 	<p>NEW LEARNING</p> <ul style="list-style-type: none"> • Main Topic-RI1.2 • Retell w/ Key detail-RI1.2 • <i>Text Features-to locate information</i>-RL 1.5 • Information in illustration vs text-RI1.6 • Author's reasons to support points-RI 1.8 • <i>Compare & Contrast Two Texts</i>-same topic-RI 1.9
READING FOUNDATIONAL	<p>NEW LEARNING</p> <p><i>Print Concepts</i>-RFS 1.1</p> <ul style="list-style-type: none"> • Sentence (e.g., first word, capitalization, ending punctuation)-1a <p><i>Phonological Awareness</i>-RFS 1.2</p> <ul style="list-style-type: none"> • Vowels-distinguish long from short-2a • Blending Phonemes-2b <p><i>Phonics</i>-RFS1.3</p> <ul style="list-style-type: none"> • Upper & lower-case letters-print-L1.1 • <i>Digraphs</i>-3a • <i>One-Syllable</i>-decode regularly spelled-3b • Strategy-Use context to confirm or self-correct word recognition and understanding, rereading as necessary-4c • <i>Sight Words</i>-read and recognize-3g 	<p>NEW LEARNING</p> <p><i>Phonological Awareness</i>-RFS 1.2</p> <ul style="list-style-type: none"> • Isolate Phonemes-pronounce initial, medial vowel, and final sounds in single-syllable words-2c • Segment Phonemes-spoken single-syllable words into individual sounds-2d • Vowels-distinguish long from short in spoken single-syllable words-2a <p><i>Phonics/Decoding</i>-RFS1.3</p> <ul style="list-style-type: none"> • Use every syllable must have a vowel rule to determine number of syllables in a printed word-3d • <i>Inflected endings</i>-read words-3f • <i>Sight Words</i>-read and recognize-3g 	<p>NEW LEARNING</p> <p><i>Phonics/Decoding</i>-RFS1.3</p> <ul style="list-style-type: none"> • <i>Final -e, Common Long Vowel Teams</i>-3c • Two syllable words-break the word into syllables-3e • <i>Sight Words</i>-read and recognize-3g
ON-GOING READING	<p>On-Going Learning-Reading</p> <ul style="list-style-type: none"> • Ask and answer questions to determine meaning of unknown words and phrases in a text-RI. 4 (based on <i>grade 1 reading/content</i>,-)L1.4 • Use illustrations and details to describe literary and informational text-RL1.7, RI1.7 • <i>Read on-level text with accuracy and fluency to support comprehension- with appropriate rate, and expression on successive readings</i>-RFS1.4b • Read and comprehends literature and informational texts of appropriate complexity for grade 1-RL1.10, RI1.10 		

	Narrative	Opinion	Informative
WRITING	<p>NEW LEARNING <i>Narrative-w1.3</i></p> <ul style="list-style-type: none"> Center focus Sequence of events (2 or more) Details Temporal words Closure 	<p>NEW LEARNING <i>Opinion-w1.1</i></p> <ul style="list-style-type: none"> Introduce topic or name book State an opinion Supply a reason/s Provide sense of closure 	<p>NEW LEARNING <i>Informative-w1.2</i></p> <ul style="list-style-type: none"> Name topic Information – facts, events, details Organization of ideas with Sense of closure
	<p>On-Going Learning-Writing</p> <ul style="list-style-type: none"> With support from adults, focus on a topic, respond to questions-suggestions from peers, add details to strengthen writing as needed-w1.5 With support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers-w1.6 Shared research and writing projects (e.g., explore a number of how to books and use them to write a sequence of instructions)-w1.7 With guidance-support from adults recall information from experiences or gather information from provided sources to answer a question-w1.8 		
SPEAKING/LISTENING	<p>NEW LEARNING Ask and answer questions about key details in a text read aloud or information presented orally or through other media-SL1.2</p>	<p>NEW LEARNING <i>Collaborative conversations</i> with peers and adults in small and large groups-SL1.1</p> <ul style="list-style-type: none"> Rules for discussion (e.g., speaking one at a time) 	<p>NEW LEARNING <i>Collaborative conversations</i>-SL1.1</p> <ul style="list-style-type: none"> Response-Build on other’s talk Questions to clear up confusion <p>Drawings or other visual displays to clarify ideas, thoughts, and feelings-SL1.5</p>
	<p>On-Going Learning-Speaking Listening</p> <ul style="list-style-type: none"> <i>Ask and answer questions about what a speaker</i> said to gather information or clarify something that is not understood-SL1.3 <i>Describe people, places, things, and events</i> with relevant details, expressing ideas and feelings clearly-SL1.4 Produce complete sentences when appropriate to the task-SL1.6 		
LANGUAGE	<p>NEW LEARNING Conventions in writing and speaking-L1.1</p> <ul style="list-style-type: none"> Common, proper, possessive nouns Singular and plural noun-verb match (e.g. He hops, we hop) Personal, possessive, and indefinite pronouns <p>Conventions of capitalization, punctuation, spelling-L1.2</p> <ul style="list-style-type: none"> Capitalization- dates and names of people 	<p>NEW LEARNING Conventions in writing and speaking-L1.1</p> <ul style="list-style-type: none"> Verbs to convey past Frequently occurring adjectives <p>Conventions of capitalization, punctuation, spelling-L1.2</p> <ul style="list-style-type: none"> End punctuation 	<p>NEW LEARNING Conventions of in writing and speaking-L1.1</p> <ul style="list-style-type: none"> Conjunctions (e.g. and, but, so, or, because) Determiners (e.g., articles, demonstratives) Prepositions (e.g., during, beyond, toward) Expand simple sentences in response to prompts <p>Conventions of capitalization, punctuation, spelling-L1.2</p> <ul style="list-style-type: none"> Commas in dates and series
	<p>On-Going Learning-Language:</p> <ul style="list-style-type: none"> Use conventional spelling for words with common spelling patterns-L1.2 Spell untaught words phonetically-L1.2 With guidance and support, demonstrate understanding of word relationships/ nuances in word meanings-categories, attributes, shades of meaning-L1.5 Use words and phrases acquired through conversations and reading, including frequently occurring conjunctions to signal simple relationships L1.6 		