

*Unatego Central School District
ELA Curriculum Map*

Month <u>September</u>		Grade Level <u>1</u>
Reading and Listening		
CONTENT	SKILLS	ASSESSMENTS
Phonemic Awareness – New Alphabet	SWBAT: 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word	Teacher observation of skills throughout the day including: 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words Beginning of the year (Pre-Assessment)
Phonics – New Alphabet	SWBAT: 1. Demonstrate letter-sound correlation orally (consonants and short vowels) 2. Read common word families by blending the onset and rime 3. Decode grade-level words	Teacher observation of skills throughout the day including: 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words

Fluency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words 3. Use punctuation clues to read connected text with expression, accuracy and fluency 4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading <p>Beginning of the year IRI Reading Assessment to determine reading level</p>
Vocabulary	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading
Text Comprehension	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify parts of a book <ul style="list-style-type: none"> • Author • Illustrator • Title Page • Table of Contents • Chapter Headings 2. Differentiate between fiction and nonfiction text. 3. retell a story (main idea, supporting detail, sequence of events, setting, problem/solution, characters) 4. Answer simple questions about text 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading (running records) 5. Student Participation in group discussions 6. Begin to make connections 7. Dramatize or retell story, using puppets, toys, etc. <p>Beginning of the year IRI Reading</p>

	<p>orally</p> <ol style="list-style-type: none"> 5. Begin to make text-text, text-self, and text-world connections 6. Answer simple questions about text in writing 	Assessment to determine reading level
Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading

Reading and Listening

CONTENT	SKILLS	ASSESSMENTS
<p>Phonemic Awareness – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words
<p>Phonics – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Demonstrate letter-sound correlation orally (consonants and short vowels) 2. Read common word families by blending the onset and rime 3. Decode grade-level words 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words

Fluency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words 3. Use punctuation clues to read connected text with expression, accuracy and fluency 4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading <p>Reading Journal Response</p> <p>Running Record Check accuracy of decoding using context to monitor and self-correct</p>
Vocabulary	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 4. Locate and use classroom and library media center resources to acquire information with assistance 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Morning Message
Text Comprehension	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify parts of a book <ul style="list-style-type: none"> • Author • Illustrator • Title Page • Table of Contents • Chapter Headings 2. Differentiate between fiction and nonfiction text 3. retell a story (main idea, supporting 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading (running records) 5. Student participation in group discussions and making connections <p>Reading Journal Response</p>

	<p>detail, sequence of events, setting, problem/solution, characters)</p> <ol style="list-style-type: none"> 4. Answer simple questions about text orally 5. Begin to make text-text, text-self, text-world connections 6. Draw conclusions from a story 7. Predict what might happen next in a story read aloud or read independently 8. Select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria such as a theme/topic 9. Work cooperatively with peers to comprehend text 10. Answer simple questions about text in writing 	
Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Listening Centers

Month November

Grade Level 1

Reading and Listening

CONTENT	SKILLS	ASSESSMENTS
<p>Phonemic Awareness – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word 10. Check accuracy of decoding using context to monitor and self-correct 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words <p>Spelling Celebration</p>
<p>Fluency</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words 3. Use punctuation clues to read connected text with expression, accuracy and fluency 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading <p>IRI Reading Assessment to determine</p>

	<p>4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults</p>	<p>reading level</p> <p>Reading of personal response</p> <p>Running Record</p> <p>Check accuracy of decoding using context to monitor and self-correct</p>
Vocabulary	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 4. Locate and use classroom and library media center resources to acquire information with assistance 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading
Text Comprehension	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify parts of a book <ul style="list-style-type: none"> • Author • Illustrator • Title Page • Table of Contents • Chapter Headings 2. Differentiate between fiction and nonfiction text 7. retell a story (main idea, supporting detail, sequence of events, setting, problem/solution, characters) 8. Answer simple questions about text orally 9. Begin to make text-text, text-self, text- 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading (running records) 5. Reading Journal Response <p>IRI Reading Assessment</p> <p>Reading of personal response</p> <p>Running Record</p>

	<p>world connections</p> <ol style="list-style-type: none"> 10. Draw conclusions from a story. 11. Predict what might happen next in a story read aloud or read independently 12. Select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria such as a theme/topic 13. Work cooperatively with peers to comprehend text 14. Answer simple questions about text in writing. 	
Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Listening Centers

Reading and Listening

CONTENT	SKILLS	ASSESSMENTS
<p>Phonemic Awareness – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word 10. Begin representing most sounds in multi-syllabic words 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words
<p>Phonics – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Demonstrate letter-sound correlation orally (consonants and short vowels) 2. Read common word families by blending the onset and rime 3. Decode grade-level words using knowledge of contractions, verb endings (ed, ing, es), and plural nouns (s, es) 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words

		Spelling Celebration
Fluency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words 3. Use punctuation clues to read connected text with expression, accuracy and fluency 4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults 5. Follow simple written directions 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading <p>Running Records Check accuracy of decoding using context to monitor and self-correct</p>
Vocabulary	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 4. Locate and use classroom and library media center resources to acquire information with assistance 5. Read grade-level informational texts to begin to collect data, facts, and ideas with assistance 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading
Text Comprehension	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify parts of a book <ul style="list-style-type: none"> • Author 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message

	<ul style="list-style-type: none"> • Illustrator • Title Page • Table of Contents • Chapter Headings <ol style="list-style-type: none"> 2. Differentiate between fiction and nonfiction text. 3. retell a story (main idea, supporting detail, sequence of events, setting, problem/solution, characters) 4. Answer simple questions about text orally 5. Make text-text, text-self, text-world connections orally 6. Answer simple questions about text in writing 	<ol style="list-style-type: none"> 2. Shared Poetry 3. Shared Reading 4. Guided Reading (running records) 5. Reading Journal <p>Running Record</p> <p>Participate in group discussions</p>
Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Listening Center

Month January

Grade Level 1

Reading and Listening

CONTENT	SKILLS	ASSESSMENTS
<p>Phonemic Awareness – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word 10. Check accuracy of decoding using context to monitor and self-correct 11. Begin representing most sounds in multiple syllabic words 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words
<p>Phonics – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-,</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Demonstrate letter-sound correlation orally (consonants and short vowels) 2. Read common word families by blending the onset and rime 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry

<p>spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-)</p>	<p>3. Decode grade-level words using knowledge of contractions, verb endings (ed, ing, es), and plural nouns (s, es)</p>	<p>4. Shared Reading 5. Guided Reading 6. Working with words</p> <p>Spelling Celebration</p>
<p>Fluency</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words 3. Use punctuation clues to read connected text with expression, accuracy and fluency 4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults. 5. Follow simple written directions 6. Read grade level text with decodable and irregularly spelled words with appropriate speed, expression, and accuracy as stated on running record 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading <p>Running Record Check accuracy of decoding using context to monitor and self-correct</p>
<p>Vocabulary</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 4. Locate and use classroom and library media center resources to acquire information with assistance 5. Read grade-level informational texts to begin to collect data, facts, and ideas with 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading

	<p>assistance.</p> <ol style="list-style-type: none"> 6. Study Antonyms, Synonyms, Homonyms to learn grade level vocabulary 7. Study Prefixes, Suffixes, root words to learn grade level vocabulary 8. Increase background knowledge by elaborating and integrating new vocabulary and ideas from text 9. Begin to use the dictionary to find the meanings of words 	
Text Comprehension	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify parts of a book <ul style="list-style-type: none"> • Author • Illustrator • Title Page • Table of Contents • Chapter Headings 2. Differentiate between fiction and nonfiction text 3. retell a story (main idea, supporting detail, sequence of events, setting, problem/solution, characters) 4. Answer simple questions about text orally 5. Begin to make text-text, text-self, and text-world connections 6. Answer simple questions about text in writing 7. Answer simple questions such as how, why, and what if in response to text orally and in writing 8. Use graphic or semantic organizers to organize and categorize information in fiction and nonfiction text 9. Ask questions before, during, and after in response to text 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading (running records) 5. Reading Journal <p>Participate in group discussions</p>

	<p>10. Use comprehension strategies to clarify meaning (Predict, Confirm, Re-read, Self-Correct)</p> <p>11. Make text-text, text-world, text-self connections orally</p>	
Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Listening Center

Month February

Grade Level 1

Reading and Listening

CONTENT	SKILLS	ASSESSMENTS
<p>Phonemic Awareness – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) S Blends (sc-, sk-, sn-, sl-, sp-, sm-, st-, spl-, scr-, str-, shr-, squ-)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word 10. Check accuracy of decoding using context to monitor and self-correct 11. Begin representing most sounds in multiple syllabic words 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words <p>Spelling Celebration</p>
<p>Phonics – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Demonstrate letter-sound correlation orally (consonants and short vowels) 2. Read common word families by blending the onset and rime 3. Decode grade-level words using 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading

<p>L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) S Blends (sc-, sk-, sn-, sl-, sp-, sm-, st-, spl-, scr-, str-, shr-, squ-)</p>	<p>knowledge of contractions, verb endings (ed, ing, es), and plural nouns (s, es)</p>	<p>5. Guided Reading 6. Working with words</p>
<p>Fluency</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words. 3. Use punctuation clues to read connected text with expression, accuracy and fluency 4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults. 5. Follow simple written directions. 6. Read grade level text with decodable and irregularly spelled words with appropriate speed, expression, and accuracy as stated on running record. 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading 5. Running Record <p>Check accuracy of decoding using context to monitor and self-correct</p> <p>Reading of personal response journal</p>
<p>Vocabulary</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 4. Locate and use classroom and library media center resources to acquire information with assistance 5. Read grade-level informational texts to begin to collect data, facts, and ideas with assistance 6. Antonyms, Synonyms, Homonyms 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading

	<ol style="list-style-type: none"> 7. Prefixes, Suffixes 8. Increase background knowledge by elaborating and integrating new vocabulary and ideas from text 9. Begin to use the dictionary to find the meanings of words 	
Text Comprehension	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify parts of a book <ul style="list-style-type: none"> • Author • Illustrator • Title Page • Table of Contents • Chapter Headings 2. Differentiate between fiction and nonfiction text 3. retell a story (main idea, supporting detail, sequence of events, setting, problem/solution, characters) 4. Answer simple questions about text orally 5. Begin to make text-text, text-self, and text-world connections 6. Answer simple questions about text in writing 7. Answer simple questions such as how, why, and what if in response to text orally and in writing 8. Use graphic or semantic organizers to organize and categorize information in fiction and nonfiction text 9. Ask questions before, during, and after reading in response to text 10. Use comprehension strategies to clarify meaning (Predict, Confirm, Re-read, Self-Correct) 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading (running records) 5. Reading Journal <p>Running Record</p>

Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time. 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Listening Center
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Reading and Listening

CONTENT	SKILLS	ASSESSMENTS
<p>Phonemic Awareness – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) W Blends (sw-, tw-, dw-) T Ending Blends (-ct, -lt, -ft, -st, -xt, -nt, -pt) L Ending Blends (-lt, -lp, -lk, -ld) Other Blends (-sk, -sp, -mp, -nch)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word 10. Check accuracy of decoding using context to monitor and self-correct 11. Begin representing most sounds in multiple syllabic words 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words <p>Spelling Celebration</p>
<p>Phonics – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Demonstrate letter-sound correlation orally (consonants and short vowels) 2. Read common word families by blending the onset and rime 3. Decode grade-level words using 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading

L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-)	knowledge of contractions, verb endings (ed, ing, es), and plural nouns (s, es)	5. Guided Reading 6. Working with words
Fluency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words 3. Use punctuation clues to read connected text with expression, accuracy and fluency 4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults 5. Follow simple written directions 6. Read grade level text with decodable and irregularly spelled words with appropriate speed, expression, and accuracy as stated on running record 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading 5. Running Record <p>Check accuracy of decoding using context to monitor and self-correct</p> <p>Reading of personal journal responses</p> <p>IRI Reading Assessment to determine reading level</p>
Vocabulary	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 4. Locate and use classroom and library media center resources to acquire information with assistance 5. Read grade-level informational texts to begin to collect data, facts, and ideas with assistance 6. Antonyms, Synonyms, Homonyms 7. Prefixes, Suffixes 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading

	8. Increase background knowledge by elaborating and integrating new vocabulary and ideas from text 9. Begin to use the dictionary to find the meanings of words	
Text Comprehension	SWBAT: 1. Identify parts of a book <ul style="list-style-type: none"> • Author • Illustrator • Title Page • Table of Contents • Chapter Headings 2. Differentiate between fiction and nonfiction text 3. retell a story (main idea, supporting detail, sequence of events, setting, problem/solution, characters) 4. Answer simple questions about text orally 5. Begin to make text-text, text-self, and text-world connections 6. Answer simple questions about text in writing 7. Answer simple questions such as how, why, and what if in response to text orally and in writing 8. Use graphic or semantic organizers to organize and categorize information in fiction and nonfiction text 9. Ask questions before, during, and after in response to text 10. Use comprehension strategies to clarify meaning (Predict, Confirm, Re-read, Self-Correct)	Teacher observation of skills throughout the day including: 6. Daily Morning Message 7. Shared Poetry 8. Shared Reading 9. Guided Reading (running records) 10. Reading Journal Running Record

Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Listening Center
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Month April

Grade Level 1

Reading and Listening

CONTENT	SKILLS	ASSESSMENTS
<p>Phonemic Awareness – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) W Blends (sw-, tw-, dw-) T Ending Blends (-ct, -lt, -ft, -st, -xt, -nt, -pt) L Ending Blends (-lt, -lp, -lk, -ld) Other Blends (-sk, -sp, -mp, -nch) NG Ending (-ing, -ang, -ong, -ung)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word 10. Check accuracy of decoding using context to monitor and self-correct 11. Begin representing most sounds in multiple syllabic words 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words <p>Spelling Celebration</p>
<p>Phonics – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-)</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Demonstrate letter-sound correlation orally (consonants and short vowels) 2. Read common word families by blending the onset and rime 3. Decode grade-level words using 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading

<p>L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) W Blends (sw-, tw-, dw-) T Ending Blends (-ct, -lt, -ft, -st, -xt, -nt, -pt) L Ending Blends (-lt, -lp, -lk, -ld) Other Blends (-sk, -sp, -mp, -nch) NG Ending (-ing, -ang, -ong, -ung)</p>	<p>knowledge of contractions, verb endings (ed, ing, es), and plural nouns (s, es)</p>	<p>5. Guided Reading 6. Working with words</p>
<p>Fluency</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words 3. Use punctuation clues to read connected text with expression, accuracy and fluency 4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults 5. Follow simple written directions 6. Read grade level text with decodable and irregularly spelled words with appropriate speed, expression, and accuracy as stated on the running record 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading 5. Running Record <p>Check accuracy of decoding using context to monitor and self-correct</p> <p>Reading of personal response journal</p>
<p>Vocabulary</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 4. Locate and use classroom and library media center resources to acquire information with assistance 5. Read grade-level informational texts to 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading

	<p>begin to collect data, facts, and ideas with assistance.</p> <ol style="list-style-type: none"> 6. Antonyms, Synonyms, Homonyms 7. Prefixes, Suffixes 8. Increase background knowledge by elaborating and integrating new vocabulary and ideas from text 9. Begin to use the dictionary to find the meanings of words 	
Text Comprehension	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify parts of a book <ul style="list-style-type: none"> • Author • Illustrator • Title Page • Table of Contents • Chapter Headings 2. Differentiate between fiction and nonfiction text 3. retell a story (main idea, supporting detail, sequence of events, setting, problem/solution, characters) 4. Answer simple questions about text orally 5. Begin to make text-text, text-self, and text-world connections 6. Answer simple questions about text in writing 7. Answer simple questions such as how, why, and what if in response to text orally and in writing 8. Use graphic or semantic organizers to organize and categorize information in fiction and nonfiction text 9. Ask questions before, during, and after in response to text 10. Use comprehension strategies to clarify 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading (running records) 5. Reading Journal <p>Running Record</p>

	meaning (Predict, Confirm, Re-read, Self-Correct)	
Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Listening Center

Reading and Listening

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<p>Phonemic Awareness – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-, spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) Other Blends (-sk, -sp, -mp, -nch) NG Ending (-ing, -ang, -ong, -ung) NK Ending (-ink, -ank, -onk, -unk) Magic “e”</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Recognize individual sounds in a word (Phoneme Isolation) 2. Recognize the same sounds in different words (Phoneme Identity) 3. Recognize the “odd sounding word in a set of three or four words” (Phoneme Categorization) 4. Listen, write, and read, first separately, then combined, a sequence of phonemes (Phoneme Blending) 5. Break a word into separate sounds, write and read the word (Phoneme Segmentation) 6. Recognize the word that remains when a phoneme is removed from another word (Phoneme Deletion) 7. Make a new word by adding a phoneme to an existing word (Phoneme Addition) 8. Substitute one phoneme for another to make a new word (Phoneme Subtraction) 9. Count the number of syllables in a word 10. Check accuracy of decoding using context to monitor and self-correct 11. Begin representing most sounds in multiple syllabic words 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Working with words <p>Spelling Celebration</p>
<p>Phonics – New Alphabet Floss Rule (-ss, -ll, -ff, -zz) Compound Words – Open/Closed Syllables R Blends (cr-, gr-, tr-, br-, fr-, pr-, dr-, str-,</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Demonstrate letter-sound correlation orally (consonants and short vowels) 2. Read common word families by blending the onset and rime 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry

<p>spr-, shr-) L Blends (bl-, cl-, fl-, gl-, pl-, sl-, spl-) Other Blends (-sk, -sp, -mp, -nch) NG Ending (-ing, -ang, -ong, -ung) NK Ending (-ink, -ank, -onk, -unk) Magic “e”</p>	<p>3. Decode grade-level words using knowledge of contractions, verb endings (ed, ing, es), and plural nouns (s, es)</p>	<p>4. Shared Reading 5. Guided Reading 6. Working with words</p>
<p>Fluency</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Sight-read automatically grade-level common, high frequency words 2. Sight-read automatically grade-level irregularly spelled words 3. Use punctuation clues to read connected text with expression, accuracy and fluency 4. Share reading experiences to establish, maintain, and enhance personal relationships with peers and adults 5. Follow simple written directions 6. Read grade level text with decodable and irregularly spelled words with appropriate speed, expression, and accuracy as stated on running record 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading 5. Running Record <p>Check accuracy of decoding using context to monitor and self-correct</p> <p>Reading of personal journal response.</p>
<p>Vocabulary</p>	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Study categories of words to learn new grade level vocabulary (fall, school, animals) 2. Connect words and ideas in books to prior knowledge 3. Learn new words indirectly from reading and listening to books and other print sources 4. Locate and use classroom and library media center resources to acquire information with assistance 5. Read grade-level informational texts to begin to collect data, facts, and ideas with 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading

	<p>assistance</p> <ol style="list-style-type: none"> 6. Antonyms, Synonyms, Homonyms 7. Prefixes, Suffixes 8. Increase background knowledge by elaborating and integrating new vocabulary and ideas from text 9. Begin to use the dictionary to find the meanings of words 	
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	Self-Correct)	
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Reading and Listening

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Text Comprehension	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Identify parts of a book <ul style="list-style-type: none"> • Author • Illustrator • Title Page • Table of Contents • Chapter Headings 2. Differentiate between fiction and nonfiction text 3. retell a story (main idea, supporting detail, sequence of events, setting, problem/solution, characters) 4. Answer simple questions about text orally 5. Begin to make text-text, text-self, and text-world connections 6. Answer simple questions about text in writing 7. Answer simple questions such as how, why, and what if in response to text orally and in writing 8. Use graphic or semantic organizers to organize and categorize information in fiction and nonfiction text 9. Ask questions before, during, and after in response to text 10. Use comprehension strategies to clarify meaning (Predict, Confirm, Re-read, Self-Correct) 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Shared Poetry 3. Shared Reading 4. Guided Reading (running records) 5. Reading Journal <p>Running Record</p>

Listening Competency	<p>SWBAT:</p> <ol style="list-style-type: none"> 1. Listen attentively to spoken language, including grade-level books read aloud 2. Listen attentively for different purposes 3. Listen respectfully without interrupting when others speak 4. Attend to a listening activity for a specified period of time 	<p>Teacher observation of skills throughout the day including:</p> <ol style="list-style-type: none"> 1. Daily Morning Message 2. Math Meeting 3. Shared Poetry 4. Shared Reading 5. Guided Reading 6. Listening Center

- ELA Standard 1: Language for Information and Understanding**
- ELA Standard 2: Language for Literary Response and Expression**
- ELA Standard 3: Language for Critical Analysis and Evaluation**
- ELA Standard 4: Language for Social Interaction**