Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing				
FIRST QUARTER FSPS READING FOCUS: Narrative FSPS WRITING FOCUS: Narrative FSPS WRITING FOCUS: Nar									
W-1 Aug. 17-21									
W-2 Aug. 24-28	Main Idea Summarize	<mark>J – L 1</mark> "What is a Pal?" (Informational Text)	<mark>J –L 1</mark> Nouns: Common & Proper	WTW (LN) - Sort 8 Refer to J - L 1 Words with Short a Consonants n, d, p, f Short <i>a</i> Words	J – L 1 Narrative Refer to FSPS Writing Criteria A,B				
W-3 Aug. 31- Sept. 4	Understanding Characters Infer/Predict	<mark>J - L 2</mark> "The Storm" (Realistic Fiction)	<mark>J - L 2</mark> Nouns: Possessive	WTW (LN) - Sort 9 Refer to J – L 3 Words with Short o Consonants r, h, /z/s, b, g Short <i>o</i> Words	<mark>J – L 2</mark> Narrative				
^{W-4} Sept. 7-11	Retelling Key Events Determining Importance	Teacher Selected Read-Aloud (Narrative)	<mark>J - L 3</mark> Action Verbs	WTW (LN) - Sort 10 Refer to J – L 4 Words with Short e Consonants I, x Short <i>e</i> Words	<mark>J – L 3</mark> Narrative				
^{W-5} Sept. 14-18	Story Structure Identify Speaker or Narrator	J - L 4 "Lucia's Neighborhood" (Informational Text)	<mark>J - L 4</mark> Adjectives	WTW (LN) - Sort 11 Refer to J – L 5 Words with Short u Consonant y, w, k, v, j Short <i>u</i> Words	<mark>J – L 4</mark> Narrative				
W-6 Sept. 21- 25		District Dyslexi	a & DRA Assessme	ent Week					
^{W-7} Sept. 28 – Oct. 2	Author's Purpose Visualize	Author Study	<mark>J – L 5</mark> Adjectives	WTW (LN) - Sort 12 Refer to J – L 2 Words with Short i Consonant qu, z Short i Words	<mark>J – L 5</mark> Narrative ⁺story starters				
W-8 Oct. 5–9 W-9 Oct. 12-16	Main Idea Identify Problem/Solution	Research Connections	<mark>J - L 6- J-L7</mark> Complete Sentences: Sentence Parts	WTW (LN) - Sort 13 Words with s, h, sh s, h, sh Words	Correlate Writing Piece/Product to Research Topic				
		End of First Quarter	er, October 15, 2015						

Dates	Target Skill Target Strategy	Main Selection (Genre) OR	Grammar Skill	Phonics	Writing
	Talyet Strategy	Teacher Selected Read-Aloud		Spelling	
FSPS READ	NG FOCUS: Informational (I		D QUARTER FSPS	S WRITING FOCUS: Explanatory: Info	rmational (Inform)
W-10 Oct. 19–23	Text/Graphic Features Key facts	Teacher Selected Read-Aloud (Integrate Poetry)	<mark>J – L 8</mark> Declarative Sentence	WTW (LN) - Sort 14 Words with c, h, ch c, h, ch Words	<mark>J – L 11</mark> Informative (Inform) Refer to FSPS Writing
W-11 Oct. 26–30	Sequence of Events Question	<mark>J - L 12</mark> "How Leopard Got His Spots" (Folktale)	<mark>J - L 9</mark> Singular & Plural Nouns	WTW (LN) - Sort 15 Words with h, sh, ch h, sh, ch Words	<mark>J – L 12</mark> Informative (Inform)
W-12 Nov. 2-6	Author's Purpose Analyze/Evaluate	J – L 11 "Sea Animals" (Informational Text)	<mark>J – L 10, J-L20</mark> Prepositions & Prepositional Phrases	WTW (LN) - Sort 16 Words with th, wh th, wh Words	<mark>J – L 13</mark> Informative (Inform)
W-13 Nov. 9-13	Conclusions Infer/Predict	J - L 14 "The Big Race" (Fantasy) OR Teacher Selected Read-Aloud	<mark>J – L 11</mark> Proper Nouns & Capitalize Names	WTW (LN) - Sort 17 sh, ch, th, wh Words sh, ch, th, wh Words	<mark>J – L 14</mark> Informative (Inform)
W-14 Nov. 16-20	Compare & Contrast Monitor/Clarify	<mark>J – L 15</mark> "Animals Groups" (Informational Text)	<mark>J – L 12</mark> Proper Nouns & Capitalize Dates	WTW (LN) - Sort 18 Words with s, t, st s, t, st Words	<mark>J – L 15</mark> Informative (Inform)
W-15 Nov. 23-27	Review Skills, Strateg	ies and Routines (Nov. 23- 24)		Thanksgiving Recess (Nov. 25-27)	
W-16 Nov. 30-Dec. 4 W-17 Dec. 7–11	Determining Importance Interesting/Important Information	Research Connections	<mark>J – L 13</mark> Subject-Verb Agreement	WTW (LN) - Sort 19 Words with sp, sk, sm Words with <i>sp, sk, sm</i>	Correlate Writing Piece/Product to Research Topic
W-18 Dec. 14-18	Author's Purpose Compare & Contrast	Author Study	<mark>J – L 14</mark> Verb Present & Past Tense Root words	WTW (LN) - Sort 20 Words with sc, sn, sw Words with <i>sc, sn, sw</i>	Informative *prompt
	·	End of Second Quarte		15	
Dec. 21-Jan. 1		V	Vinter Recess		

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing
FSPS REA	ADING FOCUS: Informationa	THIRD QU		WRITING FOCUS: Explanatory: Inform & Review Narrative	
W-19 Jan. 4-8	Sequence of Events Question	Teacher Selected Read-Aloud (Informative)	<mark>J – L 15, J-L19</mark> The Verb "be" Verb Future Tense Affixes	WTW (LN) - Sort 21 Words with p, I, pl p, I pl Words	
w-20 Jan. 11-15	Main Topic Summarize			WTW (LN) - Sort 22 Words with pl, sl, bl pl, sl, bl Words	
W-21 Jan. 18-22	Details Infer/Predict	J – L 7 "How Animals Communicate" (Informational Text)	J - L 16, J - L 17, J - L 27 Interrogative Sentence	WTW (LN) - Sort 23 Words with cr, cl, fl, fr cr, cl, fl, fr Words	Informative (Instruct) Refer to FSPS Writing
W-22 Jan. 25-29	Connections in a Text Cause and Effect	Teacher Selected Read-Aloud (Informative)	<mark>J - L 18</mark> Commas in Dates & Series	WTW (LN) - Sort 24 Words with bl, br, gr, gl bl, br, gr, gl Words	Criteria D
W-23 Feb. 1-5	Text and Graphic Features Question	<mark>J – L 9</mark> "Dr. Seuss" (Biography)	J – L 21, J - L 22 Pronouns: Personal, & Indefinite	WTW (LN) - Sort 25 Words with pr, tr, dr pr, tr, dr Words	
W-24 Feb. 8-12	Main Idea & Details Summarize	<mark>J - L 16</mark> "Let's Go to the Moon!" (Informational Text)	<mark>J – L 23</mark> Possessive Pronouns/ Determiners	WTW (LN) - Sort 26 Words with K, Wh, Qu, and Tw K, Wh, Qu, and Tw Words	

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing	
W-25 Feb. 15-19	Syntheses Compare & Contrast Text Types	Teacher Selected Read-Aloud (Narrative)	<mark>J – L 24</mark> Pronouns & Action Verbs	WTW (WW) - Sort 1 and/or Sort 7 Short a, Long a Words with Short a,Long a	Narrative Refer to FSPS Writing Criteria	
W-26 Feb. 22-26	Point of View Monitor Comprehension	Author Study	<mark>J - L 26</mark> Exclamatory Sentence	WTW (WW) - Sort 2 and/or Sort 8 Short i, Long i Words with Short i, Long i	A,B	
W-27 Feb. 29-Mar. 4 W-28 Mar. 7-11	Text Structure Gathering Information From Illustrations	Research Connections	Conjunctions	WTW (WW) - Sort 9 and Sort 10 Short o, u, Long o, u Words with Short o, Long o	Correlate Writing Piece/Product to Research Topic	
		End of Third Quarter	r March 11, 2016	•	•	

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing				
FOURTH QUARTER FSPS READING FOCUS: Narrative (Stories) FSPS WRITING FOCUS									
W-29 Mar. 14-18	Story Structure Analyze/Evaluate	J – L 21 "The Tree" (Fantasy)	Compound Sentences	WTW (WW) - Sort 13 Short a, Long a Short a, Long a – a, aCe, ai (CVC/ VCe/ Vowel Team)	<mark>J – L 26</mark> Opinion Refer to FSPS Writing Criteria E				
Mar. 21-25			Spring Recess						
W-30 Mar. 28-Apr 1	Cause & Effect Visualize	<mark>J – L 23</mark> "Whistle for Willie" (Fiction)	End Punctuation	Review Skills Review Skills	<mark>J – L 27</mark> Opinion				
W-31 Apr. 4-8		ITBS TEST	ING WINDOW WEE	к					
W-32 Apr. 11-15	Sequence of Events Question	J – L 24 "A Butterfly Grows" (Narrative Nonfiction)	<mark>J - L 28</mark> Adjectives	WTW (WW) - Sort 14 Short o, Long o Short o, Long o – o, oCe, oa	<mark>J – L 28</mark> Opinion				
^{W-33} Apr. 18-22	Compare & Contrast Monitor/Clarify	<mark>J – L 26</mark> "The Dot" (Realistic Fiction)	J - L 30 Shades of Meaning with Adiectives	WTW (WW) - Sort 15 Short u, Long u Short u, Long u - u, uCe, oo, ui	<mark>J – L 29</mark> Opinion				
W-34 Apr. 25-29	Understanding Characters Infer/Predict	<mark>J – L 28</mark> " The Kite" (Fantasy)	Affixes	WTW (WW) - Sort 16 Short e, Long e Short e, Long e – e, ee, ea	<mark>J – L 30</mark> Opinion				
^{W-35} May 2-6	Point of View Monitor Comprehension	Author Study	Root Words & Inflectional Forms	WTW (WW) - Sort 17 Short e, Long e Short e, Long e – e, ee, short ea, long ea (CVC, V. Teams)	Opinion *prompt				
W-36 May 9-13 W-37 May 16-20 W-38 May 22 26	Compare/Contrast Narrative/Informational Question	Research Connections	Examine Compound Sentence	<mark>WTW (WW) - Sort 22</mark> Short i, Long i Short i, Long i – i, iCe, igh, y	Correlate Writing Piece/Product to Research Topic				
May 23-26			UARTER May 25, 2016						

Assessment FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK 1						WEEK 1
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that.)	 Daily Language/Vocabulary I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/educatio n/ece/k/lal.pdf	<u>Vocabulary</u> J – L Getting Started Setting Up rituals & Routines	<u>Read Aloud</u> J – L Getting Started *Teacher selected read- alouds	(OPTIONAL) Teacher Selected Assessments
	ic Awareness & Word Work/F	Phonics		Phonics	Phonics	(OPTIONAL)
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.RF.1.2a Distinguish long form short vowel sounds in spoken single-syllable words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize irregularly	http://dww.ed.gov/Respon se-to-Intervention- Reading/Systematic-Skill- Instruction/see/index.cfm? T_ID=27&P_ID=74&c1=1 913	J – L Getting Started Teach Rituals & Routines for Word Work	J – L Getting Started Day 1 BTS5 Letters and Sounds: short a, consonant m High-Frequency Words I, to, like	Teacher Selected Assessments
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single- syllable word. I will tell the final sound in a spoken single-syllable word. 	Initial Medial Final Single-Syllable	WJ WTW	Identify letters Alphabet song Place names Name & match letters Alphabet sequence <u>High-</u> <u>Frequency</u>	PB: Vol. 1, p. BTS1-2 <u>Day 2</u> Letter and Sounds: short a, consonant m,s High-Frequency Words a, see, the PB: Vol. 1, p. BTS3-4 <u>Day 3</u> Letter and Sounds: consonant t High-Frequency Words We, go PB: Vol. 1, p. BTS5-6	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in docoding words. CC. RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS р. 179	<u>Words:</u> I, to, like, a, see, the, we, go, is, are	Day 4 Letter and Sounds: Review a,m,s,t consonant c High-Frequency Words	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in docoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize irregularly	TRS Chapter 7		is, are PB: Vol. 1, p. BTS7-8 <u>Day 5</u> Letter and Sounds: Review a,m,s,t consonant c High-Frequency Words review all sight words PB: Vol. 1, p. BTS9-10	
ECDC Elementary Literacy 2015 2017						

Assessment	FORT SMITH SCHOOLS - (Grade 1 Curriculu	m: Literacy & Integrated	Content		WEEK 1
	Comprehension			Comprehension/	Read Aloud	(OPTIONAL)
CC. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	I will ask and answer questions to understand words and phrases in text.	Ask Questions Words Phrases text	http://www.lessonsense.co m/info/word- identification.html http://www.scps.k12.fl.us/c urriculum/AcademicCore/L anguageArtsandReading/ SecondaryReading/Vocab ularyBuilding.aspx	Eluency J – L Getting Started Setting Up rituals & Routines for Reading Workshop Skill: Read to Self (on level texts) Choosing good fit books Strategy: Retell a familiar text • Respond to questions about texts Genre: all types	J – L Getting Started Day 1 BTS4 "Jack's Talent" Concepts of Print :m print represents speech Alphabet Routine: identify letters Day 2 BTS8 "Jack's Talent" Concepts of Print: letters, words, and sentences Alphabet Routine: alphabet Day 3 BTS10 "Back to School" Concepts of Print: photo captions Alphabet Routine: place names Day 4 BTS14 "Back to School" Concepts of Print: environmental print Alphabet Routine: name and match letters Day 5 BTS16 "Jack's Talent" Concepts of Print: punctuation marks and intonation Alphabet Routine: alphabet sequence CLLG pg. 7 Reader's Notebook (optional)	Teacher Selected Assessments
	Spelling			<u>Spelling</u>	Work on procedures for	(OPTIONAL)
CC.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (Refer to FSPS Ongoing CCSS Grade 1)	I will use correct spelling for words with common spelling patterns.	Irregular words	WJ WTW	Teach Rituals & Routines for Spelling <u>Spelling Words:</u> Review High- Frequency Words: I, to, like, a, see, the, we, go, is, are	Sight Word Wall Work on procedures for spelling materials Work on procedures for using picture cards in work stations	Teacher Selected Assessments

Assessment	FORT SMITH SCHOOLS - (Content	WEEK 1		
	Grammar	<u>Grammar</u>	, , , ,, ,,		
CC.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (Refer to FSPS Ongoing CCSS Grade 1)	I will spell words by using the sounds I hear.	Phonemic awareness	WJ WTW	Set up Rituals & Routines for Grammar	Journeys Assessments and Materials
	Writing			<u>Writing</u>	laurnaus Assessments and Materials
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	• I will label my drawing.	Label	Is That a Fact? NW: PR <u>http://www.readwritethink.</u> <u>org/classroom-</u> <u>resources/lesson-</u> <u>plans/investigating-</u> <u>animals-using-nonfiction-</u> <u>187.html</u>	Review Writing Process Set up rituals and routines	Journeys Assessments and Materials

	FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK 2							
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS		
	Daily Language/Vocabu	lary		Phonemic	<u>Weekly Plan T6-7</u>	(OPTIONAL)		
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. (phonemes) CC. RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	I will speak single- syllable words.	Syllable	TRS p. 181-183	Awareness J – L 1 Beginning sounds Blend phonemes	J – L 1 <u>Day 1</u> T12-T13 DL Beginning Sounds Blend Phonemes Day 2 T24-T25 DL	<u>Weekly Tests</u> T170 1.2-1.5		
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word. 	Initial Medial Final Single-Syllable	WJ WTW	Fluency Accuracy <u>Vocabulary</u> Oral Vocabulary ORAL VOCABULARY: excellent	Beginning Sounds Blend Phonemes Day 3 T42-T44 DL Beginning Sounds Blend Phonemes Day 4 T52-T54 DL Beginning Sounds Blend Phonemes Day 5 T62-T65 DL Beginning Sounds Blend Phonemes			
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that.) (The rigor of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ec e/k/lal.pdf	miss invitation ruin beautiful	AL: beginning sounds, phonemes <u>Read Aloud: Introduce</u> <u>Oral Vocabulary</u> "The Lion and the Mouse" T14 -T15 CLLG: p.41 PB: Vol. 1, p.1 SB: p. 10-11 Instructional Routine16			
	ic Awareness & Word W			Phonics	<u>Weekly Plan T6-7 <mark>J – L 1</mark></u>	(OPTIONAL)		
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.RF.1.2a Distinguish long form short vowel sounds in spoken single-syllable words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize irregularly	http://dww.ed.gov/Response-to- Intervention- Reading/Systematic-Skill- Instruction/see/index.cfm?T_ID =27&P_ID=74&c1=1913	J – L 1 Words with Short a, Consonants n, d, p, t <u>High Frequency</u> <u>Words to Know</u>	Day 1 T18-T21 T18 Words with short a, Consonants n, d Instructional Routine 2 PB: Vol. 1, p.2 Fluency: "Dan and Nan" T21	<u>Weekly Tests</u> T70 1.10-1.12		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in docoding words. CC. RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS p. 179	Word Cards 16-17: play, be, and, help, with, you	(Unit 1 Decodable Reader) Reading Fluently Day 2 T26-T29			

	FORT SMITH SCHO	OLS – Grade 1 C	urriculum: Literacy & Integrate	ed Content		WEEK 2
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in docoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize irregularly	TRS Chapter 7		T26 Words with short a, Consonants n, d Instructional Routine 2 PB: Vol. 1, p.3 Fluency: "Nat Cat" T27 (Unit 1 Decodable Reader) Reading Fluently T28-T29 Words to Know Day 3 T44-T47 T44 Words with Consonants p, f Instructional Routine 2 PB: Vol. 1, p. 7 Projectable 1.6 Fluency: "Nan and Dan" T47 (Unit 1 Decodable Reader) Reading Fluently Day 4 T54-T55 T54 Words with short a; n, d, p, f' Fluency: "Fan, Fan, Fan" T55 (Unit 1 Decodable Reader) Reading Fluently Day 5 T64 Independent Reading	
CC DI 1.2. Detall staries including lass	Comprehension	Kov dotoilo	CTW = 101 102 = 100	(OPTIONAL)	(OPTIONAL)	(OPTIONAL)
CC. RL.1.2 <u>Retell stories, including key</u> <u>details, and demonstrate understanding of their</u> <u>central message or lesson.</u> (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.) (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)(This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys.</i>)	 I will retell a story with key details. I will demonstrate understanding of the central message or lesson of a story. 	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <u>http://edsitement.neh.gov/view_lesson_plan.asp?id=240</u>	<u>FSPS</u> <u>Comprehension</u> Skill: Main Idea Strategy: Summarize	Read Aloud J – L 1 Or Teacher Selected Read Aloud <u>Main Selection</u> "What is a Pal?" Genre: Informational text	<u>Weekly Tests</u> T71 1.6-1.9
CC. RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text, The entire standard is not addressed in this <i>Journeys</i> lesson.)	• I will describe the connection between two pieces of information in a text.	Events	RWM p. 60-67 TRS p. 618-619		Day 2 T30-T39 Introduce Comprehension Main Idea, Summarize	

WEEK	ζ2
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		JLJ – Glaue I C	urriculum: Literacy & Integrate			WEEK 2
CC. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	• I will ask and answer questions to understand words and phrases in text.	Ask Questions Words Phrases text	http://www.lessonsense.com/inf o/word-identification.html http://www.scps.k12.fl.us/curric ulum/AcademicCore/Language ArtsandReading/SecondaryRea ding/VocabularyBuilding.aspx		Strategy Projectable 1.2 (Main Idea) SB: p. 13-25 CLLG: p.40 Develop Comprehension: T34-T39 Projectables 1.3a, 1.3b	
CC. RI.1.6 <u>Distinguish between information</u> provided by pictures or other illustrations and information provided by the words in a text. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	• I will distinguish between information provided by pictures, illustrated, and words in a text.	Illustrations text	http://www.ohio.edu/visuallitera cy/JVL_ISSUE_ARCHIVES/JV L28(2)/28_2_Erekson.pdf f		AL: topic, main Idea, detail <u>Day 3</u> T48-T49 Deepen Comprehension: PB: Vol. 1, p.8 AL: topic, main idea, supporting detail <u>Day 4</u> Vocabulary	
CC. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	• I will use the illustrations and details in a text to describe its key ideas.	Describe Key ideas Details	RWM p. 91-92 NRP http://www.readingrockets.org/a rticle/5765/		Strategies T58-T59 Classify & Categorize Action Words Projectable 1.10 (Classify & Categorize Action Words) <u>Connection To</u> " Friends Forever" T56-T57 Genre: Poetry MC: T57 SB: p.26-28 CLLG: p.41 Connect to Poetry	
	Spelling			Short a words	WTW (LN): Refer to J	
Refer To Ongoing CO	CSS Grade 1 for CC.L.1.20	d when teaching spe	elling.			
	Grammar			<u>Grammar</u>	Weekly Plan T6-T7	Teacher Selected
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1b Use common, proper, and <u>possessive nouns</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use common nouns. I will use proper nouns. I will use possessive nouns. 	Common Proper nouns Possessive	http://firstgradefanatics.blogspo t.com/2012/01/adjectives- verbs-and-nouns-oh-my.html	J – L 1 Nouns	J – L 1 Day 1 T22 Nouns Day 2 T40 Nouns Projectable 1.4 Day 3 T50 Nouns Projectable 1.8 Day 4 T60 Spiral Review: Proper Nouns "What is a Pal" Day 5 T66-T67 Weekly Review: Nouns SB: p. 31 PB: Vol. 1, 14	assessments

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content						
	Writing	Weekly Plan T6-7	(Optional)			
CC.W.1.3 Write narratives in which they	 I will write a 	Sequenced	Is That a Fact? p 187-209	J-L1	<mark>J – L 1</mark>	Weekly Tests
recount two or more appropriately sequenced	narrative to recount	Narrative	Small Moments		Day 1 T23 Introduce the	Observation
events, include some details regarding what	two or more events.	Recount		Narrative	Model: Labels	Checklist,
happened, use temporal words to signal event	 I will write details 	Details		(Personal)	Projectable 1.1 (Writing	Assessment p OC1
order, and provide some sense of closure.	about what	events			Model)	Writing Trait
(This standard was added to <i>Journeys</i> Lesson 1 in order to meet the <i>Focus Wall</i> target skill.)	happened.I will use temporal			Focus Trait	Day 2 T41Introduce the Focus Trait: Ideas	Scoring Rubric T69
(Defer to ESDS Nerrotive Criteria A.)	words.			Ideas	Projectable: 1.5	
(Refer to FSPS Narrative Criteria A.)	I will write a conclusion to my narrative.			Focus: Labels	PB: pp. 5-6 <u>Day 3</u> T51 Prewriting Projectable 1.9 PB: p. 11 <u>Day 4</u> T61 Drafting Projectable 1,11 PB: pp.12-13 <u>Day 5</u> T68-69 Revising and Proofreading Projectable 1.12 PB: pp.32-33	Weekly (OPTIONAL) Weekly Writing Prompt: Draw and write about playing with your pals.

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK							
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS	
	Daily Language/Vocabu	lary		Phonemic	Weekly Plan T98-T99	(OPTIONAL)	
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. CC. RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	•I will speak single- syllable words.	Syllable	TRS p. 181-183	<u>Awareness</u> J – L 2 Beginning Sound Blend Phonemes	J – L 2 <u>Day 1</u> T104-110 DL Beginning Sounds Blend Phonemes <u>Day 2_</u> T116-118 DL	<u>Weekly Tests</u> T162 2.2-2.5	
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words CC.L.1.6 Use words and phrases acquired through conversations, reading and being read	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word. I will use words and phrases I have 	initial medial final single-syllable Phrases Conjunctions	WJ WTW GR AL	Fluency Accuracy Vocabulary Oral Vocabulary ORAL VOCABULARY: bandits chattered brave ears still steady	Beginning Sounds Blend Phonemes Day <u>3</u> T134-136 DL Beginning Sounds Blend Phonemes Day <u>4</u> T144-1 46 DL Beginning Sounds Blend Phonemes Day <u>5</u> T154-157 DL Beginning Sounds Blend Phonemes Read Aloud "Susie and the Bandits" T106-T107		
to, and responding to texts, <u>including using</u> <u>frequently occurring conjunctions to signal</u> <u>simple relationships</u> (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	learned. • I will use conjunctions to show simple relationships.	Simple relationships	http://www.nj.gov/education/ec e/k/lal.pdf		CLLG: p.43 PB: Vol. 1, p.15 SB: pp. 34-35 Instructional Routine16	(007101141)	
CC.RF.1.3Know and apply grade-level phonics and	 ic Awareness & Word W I will decode one- 	ork/Phonics Syllable	TRS p. 179	Phonics J – L 3	<u>Weekly Plan T190-191</u> J – L 3	(OPTIONAL) Weekly Tests	
word analysis skills in decoding words. CC. RF.1.3b Decode regularly spelled one- syllable words.	• I will decode one- syllable words.	Sylidble	1 K3 p. 179	Words with short o Consonants r, h,/z/s, b, g	Day 1 T T202-T204 T202 Words with short o, Consonants r, h, /z/s, b, g	T162 2.9-2.11	
CC.RF.1.3Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize irregularly	TRS Chapter 7	Phonogram -it <u>High Frequency</u> <u>Words to Know</u> Word Cards : T108- T109 he, look, have, for, too, what	Instructional Routine 6 PB: Vol. 1, p.30 Fluency: "Lil and Max" T205 (Unit 1 Decodable Reader) Reading Fluently Day 2 T208-T209 T210 Words with short o, Consonants I, x		

	FURI SIMILITIS	CHOOLS - GIAU	e 1 Curriculum: Literacy & Inte	grated Content		WEEK 3
					Instructional Routine 2	
					PB: Vol. 1, p.31	
					Fluency: "Did Dix Dog Do	
					lt" T211	
					(Unit 1 Decodable Reader)	
					Reading Fluently	
					T212-T213 Words to Know	
					Day 3 T228-T231	
					T228 Words with short o,	
					Inflection -s	
					Instructional Routine 2	
					PB: Vol. 1, p. 35	
					Projectable 3.6	
					Fluency: "Mad Fox and	
					Lon Ox" T231	
					(Unit 1 Decodable Reader)	
					Reading Fluently	
					Day 4 T238-T239	
					T238 Words with short o,	
					Short I; I, x	
					Fluency: "Is It Funny?"	
					T239	
					(Unit 1 Decodable Reader)	
					Reading Fluently	
					<u>Day 5</u> T248	
					Independent Reading	
					AL: inflection	
	Comprehension			Comprehension	Read AloudJ – L 2	Weekly Tests
CC DI 11 Ask and shows mustions showt		Key details	STW p. 17-18, p. 110-122, p.	J – L 2	Main Selection "The	T163
CC. RL.1.1 Ask and answer questions about	I will ask questions		31 μ μ. 17-16, μ. 110-122, μ. 177	Skill: Understanding	Storm"	
key details in a text. (Refer to FSPS Ongoing CCSS Grade 1)	about key details in a	text	IRAK-1 p. 5	Characters	Genre: Realistic Fiction	2.6-2.8
(Refer to FSPS Ongoing CCSS Grade 1) (This standard is the <i>Focus Wall</i> target strategy for the week.)	text.		CT lesson 8-11	Unai dutei S	Day2_T122-T123	
	I will answer		http://www.readwritethink.org/cl	Stratogy	Introduce: Understanding	
	questions about key			Strategy: Infer/Predict	Characters; Infer/Predict	
	details in a text.		assroom-resources/lesson-	Iniei/Predict	Strategy Projectable 2.2	
			plans/book-sorting-using-	Conro. Dealistic		
CC DI 12 Describe characters actives and	1	Charasters	observation-145.html	Genre: Realistic	(Understanding Characters) SB: p. 38-49 CLLG: p.43	
CC. RL.1.3 Describe characters, <u>settings</u> , and	I will describe	Characters	/RAK-1 p. 99-118	Fiction/Science	Develop Comprehension:	
major events in a story, using key details.	characters in a story.	Settings	TRS p. 636-641	<u>Essential</u>	T126-131 Understanding	
(This standard is the Focus Wall target skill for the week.)	I will describe	Major events		Question:	Characters Projectables	
(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i>	settings in a story.	Key details		What clues tell you	2.3a, 2.3b	
lesson.)	I will describe			how a character	AL: Infer/Predict,	
	major events in a					
	story using details.			feels?	<u>Day 3 </u> T140-T141	

			E I Culticuluiti. Literacy & litte	gratea content		WEEK 3
CC. RL.1.2 Retell stories, including key	 I will retell a story 	Key details	STW p. 181-182, p. 198		Deepen Comprehension:	
details, and demonstrate understanding of their	with key details.	Demonstrate	CT lessons 16-17		PB: Vol. 1, p. 22	
central message or lesson.	I will demonstrate	understanding	http://edsitement.neh.gov/view		AL: Realistic	
	understanding of the	Central	lesson_plan.asp?id=240		Fiction/Science,	
(The entire standard is not addressed in this Journeys lesson.)	central message or	message			Day 4 Vocabulary	
	lesson of a story.	lesson			Strategies T150-T151	
CC. RL.1.4 Identify words and phrases in	I will identify words	Identify	Poetry: PTTP p. 47-54		Context Clues	
stories or poems that suggest feelings or	in stories that	Phrase			Projectable 2.10 (Context	
appeal to the senses.	suggest feelings or	Suggest			Clues)	
appear to the senses.	appeal to the senses.	Appeal			Connection To	
(The rigor of this standard is not addressed in this Journeys	 I will identify 	Words			"Storms!" T148-149;	
lesson.)		Senses			Genre: Information Text	
	phrases in stories				MC: T149 SB: pp. 50-53	
	that suggest feelings	poem			CLLG: p.43	
	or appeal to the				Connect to Science	
	senses.					
	I will identify words					
	in poems that					
	suggest feelings or					
	appeal to the senses.					
	 I will identify 					
	phrases in poems					
	that suggest feelings					
	or appeal to the					
	senses.					
CC. RL.1.7 Use illustrations and details in a	 I will describe 	Characters	STW p. 141-142			
story to describe its characters, setting, or	characters, settings,	Settings	GR p. 154			
events.	or events using	Events	RWM			
	illustrations and	Illustrations				
	details in a story.	describe				
	J	describe		Short o words	WTW (LN): S	ort 0
	Spelling				Refer to J –	
Refer To Ungoing C	CSS Grade 1 for CC.L.1.2	u when teaching spe	eiling.	0		Tarahar
	Grammar			Grammar	<u>Weekly Plan T98-99 <mark>J – L</mark></u>	Teacher Selected
CC.L.1.1 Demonstrate command of the conventions of	I will use common	Common nouns	http://firstgradefanatics.blogspo	<mark>J – L 2</mark>	2	Assessments
standard English, grammar and usage when writing or speaking.	nouns.	Proper nouns	t.com/2012/01/adjectives-	Nouns	Day 1 T114 Nouns	
CC.L.1.1b Use common, proper, and	 I will use proper 	Possessive	verbs-and-nouns-oh-my.html		Day 2 T132 Nouns	
possessive nouns.	nouns.	nouns			Projectable 2.4	
	• I will use				Day 3 T142	
(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i>	possessive nouns.				Projectable 2.8	
lesson.)					Day 4_T152 Spiral Review:	
					Day 4 1152 Spiral Review.	

	FORT SMITH S	CHOOLS – Grad	e 1 Curriculum: Literacy & In	tegrated Content		WEEK 3
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1h Use determiners (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).	 I will use determiners. 	Determiners			Complete Sentences "The Storm" <u>Day 5</u> T158 –T159 Weekly Review: Nouns AL: nouns	
	Writing			Writing	Weekly Plan T98-99	Writing Trait
CC.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (Refer to FSPS Narrative Criteria A.)	 I will write a narrative to recount two or more events. I will write a conclusion to my narrative. I will write a conclusion to my narrative. I will write a conclusion to my narrative. 	Sequenced Narrative Recount Details Events	Is That a Fact? p 187-209 Small Moments	J – L 2 Narrative (Personal) <u>Focus Trait</u> Ideas <u>Focus</u> Captions	$J - L 2$ $\underline{Day 1} T115 Introduce the$ Model: Captions Projectable 2.1 (Writing Model) $\underline{Day 2} T133 Introduce the$ Focus Trait: Ideas Projectable 2.5 PB: pp.19-20 $\underline{Day 3} T143 Prewriting$ Projectable 2.9 PB: p. 25 $\underline{Day 4} T153 Drafting$ Projectable 2.11 PB: pp. 26-27 $\underline{Day 5} T160-161 Revising$ and Proofreading Projectable 2.12 SB: pp. 56-57 AL: captions	Scoring Rubric T161 <u>Weekly</u> (OPTIONAL) <u>Weekly Writing</u> <u>Prompt:</u> Draw and write about a storm you saw.

WEEK	4
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	lary	•	Phonemic	Weekly Plan T190-191	OPTIONAL)
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. CC. RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	I will speak single- syllable words.	Syllable	TRS p. 181-183	<u>Awareness</u> J – L 3 Beginning sounds Blend Phonemes	J – L 3 <u>Day 1</u> T196-202 DL Beginning Sounds	<u>Weekly Tests</u> T254 3.2-3.5
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word 	initial medial final single-syllable	TRS: Chapter 5 WJ WTW http://www.readingrockets.org /article/27876/	<u>Fluency</u> Phrasing: Punctuation <u>Vocabulary</u> Oral Vocabulary	Blend Phonemes <u>Day 2</u> T208-210 DL Beginning Sounds Blend Phonemes <u>Day 3</u> T226-228 DL Beginning Sounds Blend Phonemes <u>Day 4</u> T236-238 DL Beginning Sounds	
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, <u>including using frequently occurring conjunctions to signal simple relationships</u> (e.g., I named my hamster Nibblet because she nibbles too much because she likes that.) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/e ce/k/lal.pdf		Blend Phonemes <u>Day 5</u> T46-249 DL Beginning Sounds Blend Phonemes AL : beginning sounds, phonemes	
Phonem CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC. RF.1.3b Decode regularly spelled one- syllable words.	 ic Awareness & Word W I will decode one- syllable words. 	ork/Phonics syllable	TRS p. 179	Phonics J – L 4 Words with short e Consonants I, x Inflection –s	Weekly Plan T282-283 J – L 4 Day 1 T294-T295 T294 Words with short e,	(OPTIONAL) Weekly Tests T348 4.9-4.11

FORT SMITH SCHOOLS - Grade 1 Curriculum: Literacy & Integrated Content WEEK 4 CC.RF.1.3 Know and apply grade-level phonics and Consonants y, w WJ I will read words Inflectional word analysis skills in decoding words. WTW **High Frequency** Instructional Routine 2 with inflectional endings CC.RF.1.3f Read words with inflectional Words to Know **PB:** Vol. 1, p.44 endings (plural s, endings. third person singular Fluency: "Pals" T297 (Unit 1 Decodable verb s,-ed, -ing). Word Cards T200-Ex: She gets what 201: Reader) Reading Fluently sing, do, they, find, she wants. Day 2 T302-T303 funny, no I will read words T302 Words with short e. with inflectional Consonants y, w endings ('s, -en, - er, Instructional Routine 2 -est). Ex: The frog's **PB:** Vol. 1, p.45 spots were brown. Fluency: "Ned" T303 (Unit 1 Decodable CC.RF.1.3 Know and apply grade-level phonics and Recognize • I will recognize word analysis skills in decoding words. Reader) TRS Chapter 7 irregularly spelled irregularly CC.RF.1.3g Recognize and read grade-Reading Fluently words. appropriate irregularly spelled words. T304-T305 Words to • I will read Know irregularly spelled Day 3 T322-T325 words. T322 Words with Short e, Consonants k, v, j Instructional Routine 2 PB: Vol. 1, p. 49 Projectable 4.6 Fluency: "Ken and Vic" T326 (Unit 1 Decodable Reader) Reading Fluently Day 4 T332-T333 T332 Words with short e; and o; y, w, k, v, j Fluency: "My Pets" T333 (Unit 1 Decodable Reader) Reading Fluently Day 5 T342 Independent Reading AL: phonogram

	FORT SMITH S	CHOOLS – Grade	1 Curriculum: Literacy & Inte	egrated Content		WEEK 4
	Comprehension			FSPS	Read Alo	
CC. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (This standard is the Focus Wall target skill for the week.)	 I will retell a story with key details. I will demonstrate understanding of the central message or lesson of a story. 	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <u>http://edsitement.neh.gov/vie</u> w_lesson_plan.asp?id=240	Comprehension Focus Skill: Retelling Key Details	Teacher Sel Read-Alo (Narrativ	ud
CC. RL.1.3 Describe characters, settings, and major events in a story, using key details. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	 I will describe characters in a story. I will describe settings in a story. I will describe major events in a story using key details. 	Characters Settings Major events Key details	IRAK-1 р. 99-118 T RS р. 636-641	Strategy: Determining Importance		
	Spelling			Words with short e	WTW (LN): S	
					Refer to J -	<mark>- L 4</mark>
Refer To Ongoing Co	CSS Grade 1 for CC.L.1.20 Grammar	d when teaching spel	ling.			
CCI 11 Demonstrate command of the		Verbs	MI	0	Weekly Dien T100 101	Teacher Selected
CC.L.1.1 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking.	I will use action verbs.		http://www.readingrockets.org /article/27876/ http://www.readwritethink.org/ classroom-resources/lesson- plans/sentence-quest-using- parts-6.html?tab=1#tabs http://www.readwritethink.org/ classroom-resources/lesson- plans/action-learning- vocabulary-with-918.html http://firstgradefanatics.blogsp ot.com/2012/01/adjectives- verbs-and-nouns-oh-my.html	<u>Grammar</u> J – L 3 Action Verbs	Weekly Plan T190-191 J – L 3 Day 1 T206 Introduce Action Verbs Day 2 T224 Action Verbs Projectable 3.4 Day 3 T234 Action Verbs Projectable 3.8 Day 4 T244 Spiral Review: Statements "Curious George at School" Day 5 T250-T251 Weekly Review: Action	assessments
CC.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CC. L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning.	 I will distinguish shades of meaning among verbs. I will distinguish shades of meaning among adjectives. 	Verbs Adjectives			Verbs SB. p. 42 AL: action verbs	

	FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content							
CC.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (Refer to FSPS Narrative Criteria A.)	FORT SMITH SO Writing • I will write a narrative to recount two or more events. • I will write a conclusion to my narrative. • I will write a conclusion to my narrative.	CHOOLS – Grade Sequenced Narrative Recount Details Events	e 1 Curriculum: Literacy & Int Is That a Fact? p 187-209 Small Moments	Writing J – L 3 Narrative (Personal) <u>Focus Trait</u> Word Choices <u>Focus</u>	Weekly Plan T190-191 J – L 3 Day 1 T207 Introduce the Model: Sentences Projectable 3.1 (Writing Model) Day 2 T225 Introduce the Focus Trait: Word Choices T225 Projectable 3.5	WEEK 4 Writing Trait Scoring Rubric T253 <u>Weekly</u> (OPTIONAL) <u>Weekly Writing</u> <u>Prompt:</u> Draw and write about things you		
	narrative. • I will write a conclusion to my			Word Choices	Day 2 T225 Introduce the Focus Trait: Word Choices	Weekly Writi Prompt: Draw and write		
					Day 5 T252-T253 Revising and Proofreading Projectable 3.12 SB: pp. 80-81			

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content READING WORKSHOP: WHOLE GROUP LESSONS							
		5					
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS	
	Daily Language/Vocabu	lary		Phonemic	Weekly Plan T282-283	(OPTIONAL)	
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. CC. RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	I will speak single- syllable words.	syllable	TRS p. 181-183	J - L 4Day 1T288-294 DLBeginning sounds Blend phonemesBeginning Sounds Blend PhonemesBeginning Sounds Blend PhonemesFluency IntonationBeginning Sounds Blend PhonemesBeginning Sounds Blend PhonemesVocabulary Oral Vocabulary Oral VocabularyBeginning Sounds Blend PhonemesBeginning Sounds Blend Phonemes Day 3 T 320-322 DL Beginning Sounds Blend PhonemesVocabulary Oral VocabularyBeginning Sounds Blend PhonemesDay 4 T 330-332 DL Beginning Sounds Blend PhonemesDay 5 T340-343 DL Beginning Sounds Blend PhonemesDay 5 T340-343 DL Beginning Sounds Blend PhonemesORALBlend Phonemes	J - L 4Day 1T288-294 DLBeginning sounds Blend phonemesBeginning Sounds Blend Phonemes	Day 1 T288-294 DL Beginning Sounds Blend Phonemes	<u>Weekly Tests</u> T348 4.2-4.4
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word. 	Initial Medial final sounds Single-syllable	WJ WTW		Beginning Sounds Blend Phonemes Day 3 T 320-322 DL Beginning Sounds Blend Phonemes Day 4 T 330-332 DL Beginning Sounds Blend Phonemes Day 5 T340-343 DL Beginning Sounds Blend Phonemes AL: phonogram		
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, <u>including using frequently occurring conjunctions to signal simple relationships</u> (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ec e/k/lal.pdf	canvas important rhythm combination row ease	Read Aloud: Introduce Oral Vocabulary "Painting Word Pictures" T290-T291 CLLG: p.47 PB: Vol. 1, p. 43 SB: pp. 82-83 Instructional Routine 16		
	ic Awareness & Word W			Phonics	Weekly Plan T376-377	<u>(optional)</u>	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in docoding words. CC. RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	syllable	TRS p. 179	J – L 5 Words with short u; Consonants y, w, k, v, j	J – L 5 Day 1 T388-T390 T388 Words with short u, Consonants qu, z	<u>Weekly Tests</u> T442 5.8-5.10	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in docoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly words. 	Recognize Irregularly	TRS Chapter 7	Phonogram -et	Instructional Routine 2 PB: Vol. 1, p.57 Fluency: "Fun in the Sun" T391 (Unit 1 Decodable Reader)		

		CHOOLS - GIAU	e i Cumculum: Literacy & inte	egrateu Content		WEEN 3
				High Frequency Words to Know Word Cards T292- 293: my, here, who, all, does, me	Reading Fluently Day 2 T396-T399 T26 Words with short u, Instructional Routine 2 PB: Vol. 1, p.58 Fluency: "Yams! Yum!" T397 (Unit 1 Decodable Reader) Reading Fluently T398-T399 Words to Know Day 3 T416-T419 T416 Words with Consonants qu, z Instructional Routine 2 PB: Vol. 1, p. 62 Projectable 5.6 Fluency: "Fun, Fun, Fun!" T419 (Unit 1 Decodable Reader) Reading Fluently Day 4 T426-427 T54 Words with short a; n, d, p, f' Fluency: "Fan, Fan, Fan" T55 (Unit 1 Decodable Reader) Reading Fluently Day 5 T436 Independent Reading AL: consonant	
					Decodable Reader) Reading Fluently Day 5 T436 Independent Reading	
	Comprehension	•		FSPS	(OPTIONAL)	(OPTIONAL)
CC. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.) (This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .)	 I will retell a story with key details. I will demonstrate understanding of the central message or lesson of a story. 	Key details demonstrate Understanding Central – message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <u>http://edsitement.neh.gov/view_</u> <u>lesson_plan.asp?id=240</u>	Comprehension Focus Skill: Story Structure Strategy: Identify speaker or Narrator	Read Aloud J – L 4 Or Teacher Selected Read Aloud <u>Main Selection</u> "Lucia's Neighborhood"	<u>Weekly Tests</u> T349 4.54.8

CC.RL.1.6 Identify who is telling the story at	I will identify who	Identify			Genre: Informational
Various points in a text. (This standard is the Focus Wall	is telling the story.	text			Text
target strategy for the week.)	5				<u>Day 2</u> T308-T317
					Introduce: Text and
(This standard is <i>only taught</i> in the "Connect To" section (Day 4) of <i>Journeys</i> .)					graphic features;
i) of southeys,					Question Strategy
CC. RI.1.2 Identify the main topic and retell	I will identify the	Identify	GR p. 79	-	Projectable 4.2 (Text and Graphic
key details of a text.	main topic of a text.	Main topic	RWM p. 163-164		feature)
	 I will retell key 	Retell	http://www.teachervision.fen.co		SB: pp. 86-99
(The rigor of this standard is not addressed in this Journeys	details of a text	Key details	m/journalism/graphic-		CLLG: p.46
lesson.)		Text	organizers/2276.html		Develop
CC DI 1.2. Describe the segmention between			-		Comprehension
CC. RI.1.3 <u>Describe the connection between</u> two individuals, events, ideas, or pieces of	I will describe the	Describe Connections	RWM p. 60-67 TRS p. 618-619		T310-T317
information in a text.	connection between two pieces of	Events	IRS p. 010-019		Projectables 4.3a, 4.3b,
	information in a text.	Ideas			4,3c,
The entire standard is not addressed in this Journeys lesson.		Text			AL: Text and graphic
CC DI1 (Distinguish hatus on information			latta <i>U</i> uuuu ahia ashuk isualitana		features
CC. RI.1.6 Distinguish between information provided by pictures or other illustrations and	I will distinguish	Pictures Illustrations	http://www.ohio.edu/visuallitera cy/JVL_ISSUE_ARCHIVES/JV		Day 3: T326-327 Comprehension:
information provided by the words in a text.	between information provided by pictures,	Text	L28(2)/28_2_Erekson.pdf		PB: Vol. 1, p.50
information provided by the words in a text.	illustrated, and words	TEXL	f		Projectables 4.7
	in a text.		-		AL: author, caption,
CC. RI.1.7 Use the illustrations and details in	I will use the	Describe	RWM p. 91-92	-	graphic features, text
a text to describe its key ideas.	illustrations and	Key Ideas	NRP		features, title
	details in a text to	Details	http://www.readingrockets.org/		Day 4
	describe its key		article/5765/		Vocabulary Strategies
	ideas.				T330-T337
					Alphabetical Order
					Projectable 4.10
					(Alphabetical Order)
					Connection To
					"City Mouse and
					Country Mouse"
					T334-T335
					Genre: Fable MC: T335
					SB: pp. 100-103
					CLLG: p. 47
					Connect To Traditional
					Tales
	Spelling			Words with short u	WTW (LN): Sort 11
Refer To Ongoing C	CSS Grade 1 for CC.L.1.20	d when teaching sp	elling.		<mark>Refer to J – L 5</mark>

	FORT SMITH SCH	HOOLS – Grade	1 Curriculum: Literacy & Inte	grated Content		WEEK 5
	Grammar					
CC.L.1.1 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking.	I will use action verbs.	Verbs	MI http://www.readingrockets.org/article/27876/ http://www.readwritethink.org/classroom- resources/lesson-plans/sentence-quest-using-parts- 6.htm?tab=1#tabs http://www.readwritethink.org/classroom- resources/lesson-plans/action-learning-vocabulary- with-918.html http://firstgradefanatics.blogspot.com/2012/01/adjecti ves-verbs-and-nouns-oh-my.html	Verbs	Teacher Selected Materials	s for Grammar Study.
CC.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CC. L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meaning.	 I will distinguish shades of meaning among verbs. I will distinguish shades of meaning among adjectives. 	Verbs Adjectives				
	Writing J – L 4 Narrative (Personal) <u>Focus Trait</u> Word Choice <u>Focus</u> Word Choice	Weekly Plan T282-283 J – L 4 Day 1 T299 Introduce the Model: Sentences Projectable 4.1 Day 2 T319 Introduce the Focus Trait: Word Choice Projectable .4.5 PB: Vol. 1, pp.47-48 Day 3 T329 Prewriting PB: Vol. 1, p. 52	Writing Trait Scoring Rubric T347 <u>Weekly</u> (OPTIONAL) <u>Weekly Writing</u> <u>Prompt:</u> Draw a map of your neighborhood and label at least three places.			
CC.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, us temporal words to signal event order, and provide some sense of closure. (Refer to FSPS Narrative Criteria A.)	 I will write a narrative to recount two or more events. I will write details about what happened. I will use temporal words. I will write a conclusion to my narrative. 	Sequenced Narrative Recount Details events	Is That a Fact? p 187-209 Small Moments		Day 4 T339 Drafting Projectable 4.9 PB: Vol. 1, pp. 53-54 <u>y 5</u> T346-T347 Revising and Proofreading Projectable 4.11 PB: Vol. 1, p. 10	

Reference FSPS Year at a Glance Week 6: District Dyslexia Assessment

	FORT SMITH S	Integrated Content	9			
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	anguage/Vocabulary: Au			Teacher	selected materials for Author	or Study
Teacher may choose standards					1	
Phonem CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC. RF.1.3b Decode regularly spelled one- syllable words. CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 ic Awareness & Word W I will decode one- syllable words. I will recognize irregularly spelled words. I will read irregularly spelled words. 	ork/Phonics syllable Recognize Irregularly	TRS p. 179 TRS Chapter 7	Phonics J – L 5 Words with short i Consonant qu Consonant z High Frequency Words to Know Word Cards 386- 387: many, friend, full, pull, hold, good	Weekly Plan T98-99 J-L 2 Day 1 T115 Introduce the Model: Captions Projectable 2.1 (Writing Model) Day 2 T133 Introduce the Focus Trait: Ideas Projectable 2.5 PB: pp.19-20 Day 3 T143 Prewriting Projectable 2.9 PB: p. 25 Day 4 T153 Drafting Projectable 2.11 PB: pp. 26-27 Day 5 T160- 161Revising and Proofreading Projectable 2.12 SB: pp. 56-57 AL: captions	(OPTIONAL) Weekly Tests T162 2.9-2.11
C	comprehension Author S	Study				
Teacher may choose standards		5		Teache	r Selected Materials for Auth	or Study
	Spelling			Words with short i	WTW (LN): Refer to .	
Refer To Ongoing Co	CSS Grade 1 for CC.L.1.2	d when teaching sp	elling			
	Grammar	<u>Weekly Plan T376-377</u> J – L 5	Teacher selected assessments			
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1f Use frequently occurring adjectives.	I will use adjectives in my writing.	adjective	PPW p. 100-107	<u>J – L 5</u> Adjectives	Day 1 T392 Introduce Adjectives Day 2 T412	03963311161163
CC.L.1.2 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking. CC.L.1.2c Use commas in dates and words in a series.	 I will use commas in dates. I will use commas in words in a series 	commas series			Adjectives for Color Projectable 5.4 PB: Vol. 1, pp.60-61 <u>Day 3</u> T422	

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content					
				Adjectives for Number Projectable 5.9 PB: Vol. 1, p.65 <u>Day 4</u> T432 Spiral Review: Pronouns PB: Vol. 1, pp.66-67 <u>Day 5</u> T438-439 Weekly Review: Adjectives SB: pp.130-131 PB: Vol., 1 p.68 AL: adjectives	
	Writing				
CC.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (Refer to FSPS Narrative Criteria A.)	 I will write a narrative to recount two or more events. I will write a conclusion to my narrative. I will write a conclusion to my narrative. 	Sequenced Narrative Recount Details Events	Is That a Fact? p 187-209 Small Moments	<u>Author Study</u> Narrative *Story Starter Prompts Teacher Selected Materials	

	FORT SMITH S	egrated Content	WEEK 8 -9				
		READING WORKS	HOP: WHOLE GROUP LESSONS				
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS	
Daily Langu	lage /Vocabulary: Resear	ch Connections					
Teacher may choose standards	that best match their res	earch connections	s genre.				
Refer to FSPS Research Conne	ctions Criteria			Teacher sele	cted materials for research	connections.	
Refer to FSPS Vocabulary Guid	elines K-6						
Phonen	nic Awareness & Word W	ork/Phonics					
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	 I will know the common diagraphs. (ch, sh, wh, th) 	Diagraphs	TRS: Chapter 6 WJ WTW	s, h, sh	Teacher Selected Materials for phonemic awareness & word work.		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC. RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	syllable	TRS p. 179				
CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS Chapter 7				
Com	prehension: Research Co	nnections					
 Teacher may choose standards Refer to FSPS Research Conne 		earch connections	s genre.	Teacher Selected Materials for Research Connections			
	Spelling			FSPS Spelling WTW (LN): Sort 13		: Sort 13	
Refer To Ongoing Co	CSS Grade 1 for CC.L.1.2c	d when teaching sp	pelling.	Focus: s, h, sh			
	Grammar			Grammar	Weekly Plan T376-377	Teacher Selected	
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC. L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (This standard is only taught in the "Spiral Review" section (Day 4) of <i>Journeys</i> .)	 I will use personal pronouns. I will use possessive pronouns. I will use indefinite pronouns (I, me, my, they, them, their, anyone, everything) 	Pronouns Personal Possessive indefinite	http://www.readingrockets.org/ article/27876/ http://www.readworks.org/lesso ns/gradek-1-2/pronoun- reference	J – L 6 Complete Sentences	J – L 6 Day 1 T392 Introduce Adjectives Day 2 T412 Adjectives for Color Projectable 5.4 PB: Vol. 1, pp.60-61 Day 3 T422 Adjectives for Number	assessments	

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content							
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC. L.1.1f Use frequently occurring adjectives.	• I will use adjectives in my writing.	adjectives	PPW p. 100-107	Projectable 5.9 PB: Vol. 1, p.65 Day 4_T432 Spiral Review: Pronouns PB: Vol. 1, pp.66-67 Day 5_T438-439 Weekly Review: Adjectives SB: pp.130-131 PB: Vol., 1 p.68 AL: adjectives			
Poforonco ESDS Voar at a Clanco	Writing	Research Connections Correlate Writing Piece/Product to Research To	pic				

Reference FSPS Year at a Glance END OF 1ST QUARTER

WEEK 10

The following standards are minimally addressed in 2nd Quarter. To ensure adequate coverage, incorporate these standards in whole group lessons, small group instruction or literacy work station activities when possible. L.1.1b, L.1.1d, L.1.4b

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Dail	y Language/Vocabulary					
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	• I will speak single- syllable words.	Syllable	TRS: Chapter 5 TRS: p. 181-183 http://www.readingrockets.or g/article/27876/	1 lea	icher Selected Materials for Vocabulary	
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I will segment one- syllable words into their individual sounds.	Segment Syllable Individual	TRS: Chapter 5 TRS: Chapter 6 and Chapter 7 http://www.readingrockets.or g/article/27876/			
Phonemic A	wareness & Word Work/	Phonics		Phonics	Teacher Selected Materials for phor	nemic awareness &
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3a Know the spelling-sound correspondences for common consonant	 I will know the common diagraphs. (ch, sh, wh, th) 	Diagraphs	TRS: Chapter 6 WJ WTW	c, h, ch	word work.	
digraphs.						
5 1	Comprehension			Comprehension	Read Aloud	
CC.RI.1.6 <u>Distinguish between information</u> provided by pictures or other illustrations and information provided by the words in a text.	• I will distinguish between information provided by pictures, illustrated, and words in a text.	Illustrations Text	http://www.ohio.edu/visuallit eracy/JVL_ISSUE_ARCHIV ES/JVL28(2)/28_2_Erekson. pdff	Skill: Text/Graphic Features Strategy: Key Facts	Teacher Selected Read-Aloud	I
	Spelling	1	1			
Refer To Ongoing CCSS	Grade 1 for CC.L.1.2d wi	nen teaching spellin	g.	c, h, ch	WTW (LN) – Sort 1	14

	FORT SMITH SCH	OOLS – Grade	1 Curriculum: Litera	cy & Integrated Cor	itent	WEEK 10
	<u>Grammar</u>	<mark>J – L 8</mark> <u>Weekly Plan T194-T195</u>	Teacher Selected			
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	 I will produce simple declarative sentences in response to prompts. I will produce simple interrogative sentences in response to prompts. I will produce simple imperative sentences in response to prompts. I will produce simple exclamatory sentences in responses to prompts. 	Declarative Interrogative Imperative Exclamatory Simple sentences	http://www.readingrockets.or g/article/27876/ http://www.readwritethink.or g/classroom- resources/lesson- plans/sentence-quest-using- parts-6.html?tab=1#tabs	J – L 8 Statements	Day 1 T210 Introduce Statements Day 2 T230 What is a Statement? Projectable 8.4 PB: Vol. 1, p. 101 Day 3 T240 Writing Statements Projectable 8.8 Day 4 T250 Spiral Review: Action Verbs PB: Vol. 1, p. 109 Day 5 T256-T257 Weekly Review: Statements PB: Vol. 1, p. 110 AL: statements	assessments
	Writing			Writing	J – L 11 Weekly Plan T6-T7	(OPTIONAL)
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C.)	 I will write facts about a topic. I will write a conclusion. 		Is That a Fact? NW: PR http://www.readwritethink.or g/classroom- resources/lesson- plans/investigating-animals- using-nonfiction-187.html	J – L 11 Write to Inform: Sentences Focus Trait: Ideas	Day 1T23 Introduce the Model:Write to Inform Projectable 11.1Writing Model: Sentences inform)Day 2T45 Introduce the FocusTrait: Ideas Words That Tell HowProjectable 11.5PB: Vol. 1, p. 143Day 3T55 Prewriting: Author'sPurpose Projectable11.9 (PlanningMy Sentences)PB: Vol. 1, p. 148Day 4T65 Capital LettersProjectable 11.11Day 5T72-T73 Revising andProofreading Projectable 11.12	Daily Writing Prompts T6-T7 Draw a picture and write about something you would like to see at a lake, in a river, or in the ocean.

WEEK 1	1
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	1 0111 01111 001		T Curriculum. Litera	ieg a integratea een		WEEK II
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Dail	y Language/Vocabulary			Phonemic	J – L 12 Weekly Plan T102-T103	(OPTIONAL)
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	I will speak single- syllable words.	Syllable	TRS: Chapter 5 TRS: p. 181-183 http://www.readingrockets.or g/article/27876/	<u>Awareness</u> <u>J – L 12</u> Blend and Segment Phonemes Substitute Initial Phonemes	Day 1 T108-T109 DL Blend & Segment Phonemes Day 2 T120-T121 DL Blend & Segment Phonemes Day 3 T142-T143 Substitute Initial Phonemes	Weekly Tests T170 1.2-1.4
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single- syllable word. I will tell the final sound in a spoken single-syllable word 	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW http://www.readingrockets.or g/article/27876/	Fluency Rate <u>Vocabulary</u> Oral Vocabulary Oral Vocabulary: View frisky adventure	Day 4 T152-T153 Substitute Initial Phonemes Day 5 T162-T163 Blend & Segment Phonemes AL: segment, phonemes Read Aloud: Introduce Oral Vocabulary "Turtle, Frog. And Rat" T110-111 CLLG: p. 63 Instructional Routine 16	
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC. RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• I will segment one-syllable words into their individual sounds.	Segment Syllable Individual	TRS: Chapter 5 TRS: Chapter 6 and Chapter 7 http://www.readingrockets.or g/article/27876/	shivered tumbled spied		
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). ((The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	• I will use conjunctions to show simple relationships.		GR AL http://www.nj.gov/education/ ece/k/lal.pdf			
	wareness & Word Work/I	Phonics		Phonics	Teacher Selected Materials phone	mic awareness &
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3a Know the spelling-sound correspondences for common consonant	I will know the common diagraphs. (ch, sh, wh, th)	Diagraphs	TRS: Chapter 6 WJ WTW	h, sh, ch words	word work	

digraphs. CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words. CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will decode one- syllable words. I will recognize irregularly spelled words. I will read irregularly spelled words. 	Syllable Recognize Irregularly	TRS: Chapter 6 TRS: p. 179 TRS: Chapter 6 TRS: Chapter 7	High Frequency Words to Know Word Cards T112- T113: been, brown, know, never, off, out, own, very		
	Comprehension			Comprehension	J – L 12 Read Aloud	((OPTIONAL)
CC.RI.1.2 Identify the main topic and retell key details of a text. This standard was added to Journeys Lesson 14 in order to meet the Focus Wall target skill.) (This standard is the Focus Wall target skill for the week.) (This standard is only taught in the "Connect To" section (Day 4) of Journeys.) CC. RI.1.1 Ask and answer questions about key details in a text. (This standard was added to Journeys Lesson 12 in order to meet the Focus Wall target strategy.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is the Focus Wall target strategy for the Week.) (I will identify the main topic of a text. I will retell key details of a text I will ask questions about key details in a text. I will answer questions about key details in a text. 	Identify Main topic Retell Key details Text Key detail Text	GR: p. 79 RWM: p. 163-164 http://www.teachervision.fen. com/journalism/graphic- organizers/2276.html STW2: p. 171-177 RWM GR: p. 79	Skill: Sequence of Events Strategy: Question	Main SelectionDay 1"How Leopard Got HisSpots"T128-T139; SB: p. 44-60 Genre:FolktaleCLLG: p.62Day 2 Introduce ComprehensionT126-T127Sequence of EventsProjectable 12.2 (Sequence ofEvents)AL: events, sequence of eventsDevelop Comprehension T130-T137Projectables 12.3a, 12.3b, 123c(Flow Chart)Your Turn T139	Weekly Tests T171 12.5-12.7
CC.RL.1.3 Describe <u>characters</u> , <u>settings</u> , and major events in a story, using key details. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will describe characters in a story. I will describe settings in a story. I will describe major events in a story using key details. I will describe 	Characters Setting Major events Key details Characters	IRAK-1: p. 99-118 TRS: p. 636-641 STW: p. 141-142		Day 3 Deepen ComprehensionT148-T149Sequence of EventsProjectable 12.7PB: Vol. 1, p. 159AL: event, sequence of eventsDay 4 Vocabulary StrategiesT158-T159 Homophones	
story to describe its characters, setting, or	• I will describe characters, settings, or	Settings	GR: p. 154		Projectable 12.10 (Homophones)	

FSPS Elementary Literacy, 2015-2016

	FORT SMITH SCH	IOOLS – Grade	e 1 Curriculum: Litera	cy & Integrated Con	tent	WEEK 11
<u>events.</u> (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	events using illustrations and details in a story.	Events Illustrations	RWM		Connect To "The Rain Forest" T156-T157 Genre: Informational Text	
CC.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	• I will compare and contrast the adventures and experiences of characters in stories.	Characters Setting Events Illustrations Describe	http://teacher.scholastic.com /lessonrepro/results/view.as p?SubjectID=1&SubheadID= 4&TopicID=15&GradeID=&P ageURL=%2Flessonrepro% 2Flessonplans%2Fect%2Ffa mousbears.htm		MC: T157 CLLG: p. 63 Connect to Science	
CC.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• I will know and use text features to locate key facts and information in a text.	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 http://ethemes.missouri.edu/t hemes/487			
(This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .						
CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas. (This standard is <i>only taught</i> in the "Connect To" section (Day 4) of <i>Journeys</i> .	• I will use the illustrations and details in a text to describe its key ideas.	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.or g/article/5765/			
CC.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• I will identify the reasons an author gives to support points (ideas) in a text.	Identify	NRP TDC http://www.readingrockets.or g/article/40120/			
(This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .						
Refer To Onaoina CCSS	Spelling Grade 1 for CC.L.1.2d who	en teaching spellin	Q.	<u>Spelling</u> Words with h, sh, ch	WTW (LN) – Sort 1	15
	Grammar	5 1 1 1 1 1		Grammar	J – L 9 Weekly Plan T288-T289	Teacher Selected
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	 I will use singular and plural nouns with matching verbs. 	Singular Plural	MI http://www.readingrockets.or g/article/27876/ http://www.readwritethink.or g/classroom- resources/lesson- plans/sentence-quest-using- parts-6.html?tab=1#tabs http://www.internet4classroo ms.com/skill_builders/plurals language_arts_first_1st_qr	<u>J – L 9</u> Singular and Plural Nouns	Day 1 T304 Introduce Singular & Plural Nouns Day 2 T324 One & More Than One Projectable 9.4 PB: Vol. 1, p. 115 Day 3 T334 Special Plural Nouns Projectable 9.8 PB: Vol. 1, p. 120 Day 4 T344 Spiral Review:	Assessments

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content								
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC. L.1.1f Use frequently occurring adjectives. (This standard is only taught in the "Spiral Review" section (Day 4) of <i>Journeys.</i>)	• I will use adjectives in my writing.	adjectives	ade.htm PPW p. 100-107		Adjectives for Size & Shape PB: Vol. 1, p. 122 <u>Day 5</u> T350-T351 Weekly Review: Singular & Plural Nouns PB: Vol. 1, p. 124 AL: singular and plural noun			
	<u>J – L 12</u>	J – L 12 Weekly Plan T102-T103	(optional)					
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C.)	 Writing I will write to inform/ explain by naming a topic. I will write facts about a topic. I will write a conclusion. 	Facts Explain Conclusion	Is That a Fact? NW: PR http://www.readwritethink.or g/classroom- resources/lesson- plans/investigating-animals- using-nonfiction-187.html	Writing Write to Inform: Letter Focus Trait: Sentence Fluency	Day 1T119 Introduce the Model:Topic Sentence & DetailSentences Projectable 12.1 (Writing Model)Day 2T141 Introduce the FocusTrait: Sentence FluencyUsing Order WordsProjectable 12.5PB: Vol. 1, p. 157Day 3T151 Planning InstructionsProjectable 12.9 (PlanningMy Instructions)PB: Vol. 1, p. 162Day 4Day 5T168-T169 Revising andProofreading Projectable 12.12(Revising Akil's Draft	Daily Optional Writing Prompts T102-T103 Draw and write about something you would see in a rain forest.		

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content **WEEK 12** MATERIALS, **ESSENTIAL** COMMON CORF STATE STANDARDS **OBJECTIVE** RESOURCES **LESSON FOCUS EXPLANATIONS &** ASSESSMENTS VOCABULARY EXAMPLES Daily Language/Vocabulary Phonemic J – L 11 Weekly Plan T6-T7 (OPTIONAL) • I will speak single-Syllable TRS: Chapter 5 Day 1 T12-T13 DL Weekly Tests CC.RF.1.2 Demonstrate command of the conventions of Awareness standard English capitalization, punctuation, and syllable words. TRS: p. 181-183 T74 J – L 11 Blend Phonemes spelling when writing. http://www.readingrockets.org/article/2 Blend Phonemes 1.2-1.4 Day 2 T24-T25 DL 7876/ CC.RF.1.2b Orally produce single-syllable Segment Phonemes Seament Phonemes words by blending sounds (phonemes), Dav 3 T46-T47 DL Blend Phonemes including consonant blends. Fluency Day 4 T56-T57 DL • I will segment one-Segment TRS: Chapter 5 CC.RF.1.2 Demonstrate command of the conventions of Phrasing Segment Phonemes standard English capitalization, punctuation, and syllable words into TRS: Chapter 6 and Chapter 7 Syllable http://www.readingrockets.org/article/2 Day 5 T66-T67 DL spelling when writing. their individual Individual Vocabulary CC.RF.1.2d Segment spoken single-syllable 7876/ Blend & Segment sounds. **Oral Vocabulary** words into their complete sequence of Phonemes AL: phonemes, segment individual sounds (phonemes). **Oral Vocabulary:** Read Aloud: Introduce Oral Recognize TRS: Chapter 6 CC.RF.1.3 Know and apply grade-level phonics and • I will recognize strict Vocabulary word analysis skills in decoding words. TRS: Chapter 7 irregularly spelled Irregularly practice "The Piano Lessons" words. CC.RF.1.3g Recognize and read gradecompanions T14-T15 • I will read appropriate irregularly spelled words. aracefully CLLG: p. 61 irregularly spelled exchange Instructional Routine 16 words. portions Phonemic Awareness & Word Work/Phonics Phonics TRS: Chapter 6 I will know the CC.RF.1.3 Know and apply grade-level phonics and Diagraphs th, wh words Teacher Selected Materials for phonemic word analysis skills in decoding words. WJ common diagraphs. awareness & word work. WTW (ch, sh, wh, th) CC.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. Syllable TRS: Chapter 6 CC. RF.1.3 Know and apply grade-level phonics and • I will decode oneword analysis skills in decoding words. TRS: p. 179 syllable words. CC.RF.1.3b Decode regularly spelled onesyllable words. TRS: Chapter 6 CC.RF.1.3 Know and apply grade-level phonics and • I will recognize Recognize word analysis skills in decoding words. irregularly spelled Irregularly TRS: Chapter 7 CC.RF.1.3g Recognize and read gradewords. appropriate irregularly spelled words. I will read irregularly spelled words.

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK 12									
	Comprehension	J – L 11 Main Selection	(OPTIONAL)						
CC.RI.1.8 Identify the reasons an author gives to support points in a text. This standard was added to <i>Journeys</i> Lesson 11 in order to meet the <i>Focus Wall</i> target skill.) (This standard is the <i>Focus Wall</i> target skill for the week.)	• I will identify the reasons an author gives to support points (ideas) in a text.	Identify	NRP TDC http://www.readingrockets.org/article/40 120/	<u>J – L 11</u> Skill: Author's Purpose Strategy: Analyze/ Evaluate	"Sea Animals" Day 1T32-T41 SB: p. 14-30 Genre: Informational text CLLG: p. 60 Day 2 Introduce Comprehension T30-T31	Weekly Tests T75 11.5-11.8			
CC.RI.1.3 Describe the connection between two individuals, <u>events</u> , <u>ideas</u> , <u>or pieces of</u> <u>information in a text</u> . (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	• I will describe the connection between two pieces of information in a text.	Events	RWM: p. 60-67 TRS: p. 618-619	Genre: Informational Text/ Informational Text: Science <u>Essential</u> <u>Question:</u> Why do authors	Author's Purpose Projectable 11.2 (Author's Purpose) AL: author, author's pupose Develop Comprehension T34-T43 Projectables 11.3a, 11.3b,				
CC.RI.1.2 Identify the main topic and retell key details of a text.	 I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 http://www.teachervision.fen.com/journ alism/graphic-organizers/2276.html	write stories?	11.3c (Inference Map) Your Turn T43 Day 3Deepen Comprehension T52-T53 Author's Purpose Projectable 11.7				
CC.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	I will ask and answer questions to understand words and phrases in text.	Ask Questions Words Phrases Text	http://www.lessonsense.com/info/word- identification.html http://www.scps.k12.fl.us/curriculum/Ac ademicCore/LanguageArtsandReading/ SecondaryReading/VocabularyBuilding. aspx		PB: p. 145 AL: author, author's message, author's purpose, determine, photographer <u>Day 4</u> Vocabulary Strategies T62-T63				
CC.RI.1.6 <u>Distinguish between information</u> <u>provided by pictures or other illustrations and</u> information provided by the words in a text. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	• I will distinguish between information provided by pictures, illustrated, and words in a text.	Illustrations Text	http://www.ohio.edu/visualliteracy/JVL_I SSUE_ARCHIVES/JVL28(2)/28_2_Ere kson.pdf f		Classify & Categorize Color Words Projectable 11.10 (Classify & Categorize Color Words) <u>Connect To</u> "Water" T40 T41 Connect				
CC. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	• I will use the illustrations and details in a text.	Describe Key ideas Details	RWM: p. 91-92 NRP http://www.readingrockets.org/article/57 65/		T60-T61 Genre: Informational Text: MC: T161 CLLG:				

	FORT SMITH SCI	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 12
CC.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. CC.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	I will sort words into categories.	Concept Category	https://www.teachingchannel.org/videos /improving-student-vocabulary http://www.readingrockets.org/strategie s/semantic_gradients/ http://www.readingrockets.org/strategie s/concept_sort/		p.61Connect to Science	
(This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .)						
	Spelling			<u>Spelling</u> Words with th, wh	WTW (LN) – Sc	ort 16
Refer To Ongoing CC	SS Grade 1 for CC.L.1.2c	l when teaching s	pelling.			
	Grammar			Grammar	J – L 10 Weekly Plan T382-	Teacher Selected
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	• I will use common prepositions.	Prepositions	MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- guest-using-parts-6.html?tab=1#tabs	<u>J – L 10 & J – L 20</u> Prepositions and Prepositional Phrases	T383 Day 1T398 Introduce Prepositions Day 2T418 Preposition for Where Projectable 10.4 PB: Vol. 1, p. 129 Day 3 T428 Prepositions for When Projectable 10.8 PB: Vol. 1, p. 134 Day 4Teacher will need to replace the <i>Journeys</i> Day 4 lesson 10 with a preposition lesson. Day 5T444-T445 Weekly Review: Prepositions PB: Vol. 1, p. 137 AL: prepositions, prepositional phrases J - L 20 Weekly Plan T394-T395 Day 1T410 Introduce Prepositions and prepositional phrases Day 2T432 Prepositional Phrases Projectable 20.4	Assessments

	1011130		T Curriculum. Literacy & II			WEEK 12
				Mritin r	 PB: Vol. 2, p. 61 <u>Day 3</u>T428 Prepositional Phrases Projectable 20.8 PB: Vol. 2, p. 66 <u>Day 4</u> Teacher will need to replace the <i>Journeys</i> Day 4 lesson 20 with a prepositional phrase lesson. <u>Day 5</u>T444-T445 Weekly Review: Prepositional Phrases PB: Vol. 2, p. 69 AL: prepositional 	
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C)	Writing I will write facts about a topic. I will write a conclusion.	Facts Explain Conclusion	Is That a Fact? NW: PR http://www.readwritethink.org/classroo m-resources/lesson- plans/investigating-animals-using- nonfiction-187.html	<u>Writing</u> <u>J – L 13</u> Write to Inform: Sentences Focus Trait: Ideas	J – L 13 Weekly Plan T198- T199 Day 1T215 Introduce the Model: Sentences That Inform Projectable 13.1 (Writing Model) Day 2T237 Introduce the Focus Trait: Ideas Main Idea Projectable 13.5 PB: Vol. 1, p.171 Day 3T247 Main Idea Projectable 13.9 (Planning My Sentences) PB: Vol. 1, p. 176 Day 4 T257 Cause & Effect Projectable 13.11 Day 5 T264-T265 Revising and Proofreading Projectable 13.12 (Revising Kyle's Draft)	(OPTIONAL) Daily Writing Prompts T198-199 Write about something you do in the spring.

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Co	ontent

WEEK [·]	13
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	lary	•	Phonemic	<mark>J – L 14</mark> Weekly Plan	(OPTIONAL)
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	 I will know the difference between long and short vowel sounds in spoken single-syllable words. I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word. 	Long vowels Short vowels Single-syllable Distinguish Initial , Medial Final sounds Single-syllable	TRS: Chapter 5 http://www.readingrockets.org/article/2 7876/http://dww.ed.gov/Response-to- Intervention-Reading/Systematic-Skill- Instruction/see/index.cfm?T_ID=27&P ID=74&c1=1913 TRS: Chapter 5 WJ WTW http://www.readingrockets.org/article/2 7876/	<u>Awareness</u> <u>J – L 14</u> Identify Middle Sounds & Substitute Phonemes: Substitute Medial Phonemes <u>Fluency</u> Expression <u>Vocabulary</u> Oral Vocabulary	T294-T295Day 1T300-T301 DLIdentify Middle Sounds & Substitute PhonemesDay 2 T312-T313 DLIdentify Middle Sounds & Substitute PhonemesDay 3 T334-T335 DLSubstitute Medial PhonemesDay 4 T344-T345 DLSubstitute Medial PhonemesDay 5 T354-T355 DLIdentify Middle Sounds & Substitute Phonemes	Weekly Tests OPTIONAL) <u>Weekly Tests</u> T362 2.2-2.4
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, <u>including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</u>	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ece/k/lal.p df	Oral Vocabulary: habitat mainly search howl stems cactus	Read Aloud: Introduce Oral Vocabulary "The Tortoise and the Hare" T302-T303 CLLG: p. 67	
Phonem CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	 ic Awareness & Word W I will decode one- syllable words. 	ork/Phonics Syllable	TRS: Chapter 6 TRS: p. 179	<u>Phonics</u> sh, ch, th, wh words <u>J – L 14</u>	Teacher Selected Mater awareness & w	

	FORT SMITH SCH	IOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 13
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	High Frequency Words to Know Word Cards T304- T305: four, five, into, over, starts, three, two, watch		
	Comprehension			Comprehension	J – L 14 Read Aloud	(OPTIONAL)
CC.RI.1.2 Identify the main topic and retell key details of a text. This standard was added to <i>Journeys</i> Lesson 14 in order to meet the <i>Focus Wall</i> target skill.) (This standard is the <i>Focus Wall</i> target skill for the week.) (This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .	 I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 http://www.teachervision.fen.com/journ alism/graphic-organizers/2276.html	Skill: Conclusions Strategy: Infer/ Predict	Or Teacher Selected Read Aloud Day 1 Main Selection" The Big Race" T320-330; SB: p. 106-124 Genre: Fantasy CLLG: p. 66 Day: 20te dugs	Weekly Tests T363 14.5-14.7
 CC. RI.1.1 Ask and answer questions about key details in a text. (This standard was added to <i>Journeys</i> Lesson 14 in order to meet the <i>Focus Wall</i> target strategy.) (This standard is the <i>Focus Wall</i> target strategy for the week.) (This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i>.) 	 I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key detail Text	STW2: p. 171-177 RWM GR: p. 79		Day 2Introduce Comprehension T318-T319 Conclusions Projectable 14.2 AL: conclusion Develop Comprehension T322-T329 Projectables 14.3a, 14.3b, 14.3c (Inference Map) Your Turn T331	
CC. RL.1.3 Describe characters, <u>settings, and</u> <u>major events</u> in a story, using key details. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will describe characters in a story. I will describe settings in a story. I will describe major events in a story using key details. 	Characters Setting Major events Key details	IRAK-1: p. 99-118 TRS: p. 636-641		Day 3Day 3DeepenComprehension T340-T341Projectable 14.7PB: Vol. 1, p. 187AL: conclusionDay 4Vocabulary	
<u>CC. RL.1.5</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	• I will explain the differences between story books and informational texts.	Explain Differences Story books Informational Fiction Nonfiction	IRAK-1: p. 95-98 http://edsitement.neh.gov/view_lesson_ plan.asp?id=240		Strategies T350-T351 Classify & Categorize Number Words Projectable 14.9 (Classify & Categorize Number Words)	

	FURT SIVILLE SCI		e i Cumculum: Literacy & ir	negraleu comem		WEEK 13
CC.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. (The entire standard is not addressed in this Journeys lesson.)	• I will describe characters, settings, or events using illustrations and details in a story.	Illustrations Describe Characters Setting Events	STW: p. 141-142 GR: p. 154 RWM		Connect To "The Olympic Games" T348- T349 Genre: Informational Text: MC: T129	
CC.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	I will compare and contrast the adventures and experiences of characters in stories.	Illustrations Describe Characters Setting Events	http://teacher.scholastic.com/lessonrep ro/results/view.asp?SubjectID=1&Subh eadID=4&TopicID=15&GradeID=&Pag eURL=%2Flessonrepro%2Flessonplan s%2Fect%2Ffamousbears.htm		CLLG: p. 67 Connect to Social Studies	
CC.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .)	• I will know and use text features to locate key facts and information in a text.	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 <u>http://ethemes.missouri.edu/themes/48</u> <u>7</u>			
CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas. (This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .	• I will use the illustrations and details in a text to describe its key ideas.	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.org/article/5 765/			
CC.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. CC.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	I will sort words into categories.	Concept Category	https://www.teachingchannel.org/video s/improving-student-vocabulary http://www.readingrockets.org/strategie s/semantic_gradients/ http://www.readingrockets.org/strategie s/concept_sort/			
(This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .						
	Spelling		• •	Spelling	WTW (LN): S	ort 17
Refer To Ongoing Co	CSS Grade 1 for CC.L.1.2	d when teaching s	pelling	sh, ch, th, wh words		

WEEK 13

	FORT SMITH SC	HOOLS – Grade	1 Curriculum: Literacy & Ir	tegrated Content		WEEK 13
Grammar			Grammar	Teacher Selected Assessments		
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1b Use <u>common</u> , proper, and <u>possessive nouns</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use common nouns. I will use proper nouns. I will use possessive nouns. 	Common nouns Proper nouns Possessive nouns	MI <u>http://www.readingrockets.org/article/2</u> <u>7876/</u> <u>http://www.readwritethink.org/classroo</u> <u>m-resources/lesson-plans/sentence-</u> <u>guest-using-parts-6.html?tab=1#tabs</u> <u>http://firstgradefanatics.blogspot.com/2</u> <u>012/01/adjectives-verbs-and-nouns-oh-</u> <u>my.html</u>	<u>J – L 11</u> Proper Nouns	T7 Day 1T22 Introduce Proper Nouns Day 2 T44 Names for People & Animals Projectable 11.4 PB: Vol. 1, p. 142 Day 3 T54 Titles for People Projectable 11.8 Day 4 T64 Spiral Review:	Assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC. L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (This standard is only taught in the "Spiral Review" section (Day 4) of <i>Journeys</i> .)	 I will use personal pronouns. I will use possessive pronouns. I will use indefinite pronouns (I, me, my, they, them, their, anyone, everything) 	Pronouns Personal Possessive indefinite	http://www.readingrockets.org/article/2 7876/ http://www.readworks.org/lessons/grad ek-1-2/pronoun-reference		Complete Sentences PB : Vol. 1, p. 150 <u>Day 5</u> T70-T71 Weekly Review: Proper Nouns PB : Vol. 1, p. 151 AL : proper nouns	
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (This standard is only taught in the "Spiral Review" section (Day 4) of <i>Journeys</i> .)	 I will produce simple declarative sentences in response to prompts. I will produce simple interrogative sentences in response to prompts. I will produce simple imperative sentences in response to prompts. 	Declarative Interrogative Imperative Exclamatory Simple sentences	MI Is That a Fact? IW Appendix C http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs			
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C)	Writing I will write facts about a topic. I will write a conclusion. 	Facts Explain Conclusion	Is That a Fact? NW: PR <u>http://www.readwritethink.org/classroo</u> <u>m-resources/lesson-</u> plans/investigating-animals-using- nonfiction-187.html	<u>Writing</u> <u>J – L 14</u> Write to Inform: Report Focus Trait: Ideas	J – L 14 Weekly Plan <u>T294-T295</u> Day 1 T311 Introduce the Model: Report Projectable 14.1 (Writing Model)	(OPTIONAL) Daily Writing Prompts T294-295 Draw and write about watching a race or sports game.

FORT SMITH SC	FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content								
				Day 2T333 Introduce the					
				Focus Trait: Ideas					
				Taking Notes					
				Projectable 14.5					
				PB: Vol. 1, p. 185					
				Day 3 T343 Choosing a					
				Topic					
				Day 4 T353 Planning a					
				Research Report					
				Projectable 14.10					
				Day 5 T360-T361Planning					
				a Report					

WEEK 14

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	lary		Phonemic Phonemic	J – L 15 Weekly Plan	(OPTIONAL)
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC. RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	• I will know the difference between long and short vowel sounds in spoken single-syllable words.	Long vowels Short vowels Single-syllable Distinguish	TRS: Chapter 5 http://www.readingrockets.org/article/27 876/http://dww.ed.gov/Response-to- Intervention-Reading/Systematic-Skill- Instruction/see/index.cfm?T_ID=27&P ID=74&c1=1913	<u>Awareness</u> <u>J – L 15</u> Segment Phonemes Middle Sounds	T194-T195 Day 1 T200-T201 DL Segment Phonemes Day 2 T212-T213 DL Middle Sounds Day 3 T232-T233 DL	Weekly Tests T458 15.2-15.4
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word I will tell the final sound in a spoken single syllable word I will use words 	Initial Medial Final sounds Single-syllable Phrases	TRS: Chapter 5 WJ WTW http://www.readingrockets.org/article/27 876/	Fluency Phrasing <u>Vocabulary</u> Oral Vocabulary Oral Vocabulary: strict practice	Middle Sounds <u>Day 4</u> T242-T243 DL Segment Phonemes <u>Day 5</u> T252-T253 Identify Middle Sounds AL: segment, phonemes <u>Read Aloud: Introduce</u> <u>Oral Vocabulary</u> "The Dancing Wolves" T398-T399 CLLG: p. Instructional Routine	
through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	and phrases I have learned.I will use conjunctions to show simple relationships.	Conjunctions Simple relationships	AL http://www.nj.gov/education/ece/k/lal.pd f	companions gracefully exchange portions		
Phonemic Awareness & Word Work/Phonics				Phonics	Teacher Selected Materia	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC. RF.1.3b Decode regularly spelled one- syllable words.	• I will decode one- syllable words.	syllable	TRS p. 179	s. t, st blends <u>J – L 15</u> High Frequency	awareness & wor	d work.
CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read 	Recognize Irregularly	TRS Chapter 7	Words to Know Word Cards_T400- T401: bird, both,		

	FORT SMITH SCI	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 14
	irregularly spelled words.			eyes, fly, long, or, those, walk		
	Comprehension			Comprehension	J – L 15 Main Selection	(OPTIONAL)
CC.RI.1.6 <u>Distinguish between</u> information provided by pictures or other illustrations and information provided by the words in a text. (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	• I will distinguish between information provided by pictures, illustrated, and words in a text.	Illustrations Text	http://www.ohio.edu/visualliteracy/JVL_I SSUE_ARCHIVES/JVL28(2)/28_2_Ere kson.pdf f	<mark>J – L 15</mark> Skill: Compare and Contrast	Day 1"Animals Groups" T416-427; SB: p. 138-157 Genre: Informational Text CLLG: p. 68 Day 2 Introduce Comprehension	Weekly Tests T459 15.6-15.8
CC. RI.1.1 Ask and answer questions about key details in a text. (This standard was added to <i>Journeys</i> Lesson 15 in order to meet the <i>Focus Wall</i> target strategy.)	 I will ask questions about key details in a text. I will answer questions about key 	Key detail Text	STW2: p. 171-177 RWM GR: p. 79	Strategy: Monitor/Clarify Genre: Informational Text: Play Readers'	T414-T415 Compare and Contrast Projectable 15.2 (Compare and Contrast) AL: compare and contrast Develop Comprehension	
CC.RI.1.2 Identify the main topic and retell key details of a text.	 details in a text. I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 http://www.teachervision.fen.com/journ alism/graphic-organizers/2276.html	Theatre Essential Question: How are animals the same and different?	T418-T425 Projectables 15.3a, 15.b, 15.3c, (Venn Diagram) Your Turn T427 Day <u>3</u> Deepen Comprehension T436- T437	
CC.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• I will describe the connection between two pieces of information in a text.	Events	RWM: p. 60-67 TRS: p. 618-619		Projectable 15.7 PB: Vol. 1, p. 201 AL: compare and contrast Day 4Vocabulary	
CC. RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	I will explain the differences between story books and informational texts.	Explain Differences Story books Informational Fiction Nonfiction	IRAK-1: p. 95-98 http://edsitement.neh.gov/view_lesson_ plan.asp?id=240		Strategies T446-T447 Suffixes –er, -est Projectable 15.9 (suffixes – er, -est) <u>Connect To</u> "Animal Picnic"T444-T445	

	FORT SMITH SCH	HOOLS – Grade	1 Curriculum: Literacy & In	tegrated Content		WEEK 14
CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	• I will use the illustrations and details in a text to describe its key ideas.	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.org/article/57 <u>65/</u>		Genre: Play: MC: T445 CLLG: p. 69 Connect to Plays	
CC.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. CC.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word. (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .	 I will use common prefixes as a clue to the meaning of a word. I will use common suffixes as a clue to the meaning of a word. 	Prefixes Suffixes	TDC: p. 33-35, 46			
Refer To Ongoing CC	Spelling Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling					ort 18
	Grammar			Grammar	<mark>J – L 12</mark> Weekly Plan	Teacher selected
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking CC.L.1.1b Use common, proper, and possessive nouns	 I will use common nouns. I will use proper nouns. I will use possessive nouns. 	Common nouns Proper nouns Possessive nouns	MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs http://firstgradefanatics.blogspot.com/2 012/01/adjectives-verbs-and-nouns-oh- my.html	J <u>–L12</u> Proper Nouns & Capitalize dates	T102-T103 Day 1 T118 Introduce Proper Nouns Day 2 T140 Names of Places Projectable 12.4 PB: Vol. 1, p. 156 Day 3 T150 Names of Places Projectable 12.8 Day 4 T160 Spiral Review: Sentence Parts PB: Vol. 1, p. 164 Day 5 T166-T167 Weekly Review: Proper Nouns PB: Vol. 1, p. 165 AL: proper nouns	assessments

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	FORT SMITH SC	HOOLS – Grade	e 1 Curriculum: Literacy & In	tegrated Content		WEEK 14
	Writing			Writing	<u>J – L 15</u> Weekly Plan	(OPTIONAL)
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C.)	 I will write to inform/ explain by naming a topic. I will write facts about a topic. I will write a conclusion. 	Facts Explain Conclusion	Is That a Fact? NW: PR http://www.readwritethink.org/classroo m-resources/lesson- plans/investigating-animals-using- nonfiction-187.html	<u>J – L 15</u> Write to Inform: Report Focus Trait: Ideas	T294-T295Day 1Day 1T311 Introduce the Model :ReportProjectable 14.1 (Writing Model)Day 2T333 Introduce the Focus Trait: IdeasTaking NotesProjectable 15.5PB: Vol. 1, p. 185Day 3T343 Choosing a TopicDay 4T353 Planning a Research ReportProjectable 14.10Day 5T360-T361Planning a Report	Daily Writing Prompts T390-T391 Draw and write about a bird you have seen.

Reference FSPS Year at a Glance Week 15: Review Skills, Strategies, & Routines THANKSGIVING RECESS

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK 16-17 MATERIALS, **ESSENTIAL OBJECTIVE** RESOURCES LESSON FOCUS **EXPLANATIONS &** ASSESSMENTS COMMON CORE STATE STANDARDS VOCABULARY **EXAMPLES** Daily Language/Vocabulary: Research Connections Teacher selected materials for Vocabulary during research connections study. Teacher may choose standards that best match their research connections genre. . Suggested Comprehension Strategies and skills: Determining Importance/ Interesting Information • **Refer to FSPS Research Connections Criteria** . Refer to FSPS Vocabulary Guidelines K-6 . I will use words Phrases GR CC.L.1.6 Use words and phrases acquired through conversations, reading and being read AL and phrases I have Conjunctions to, and responding to texts, including using http://www.ni.gov/education/ece/k/lal.pd learned. Simple frequently occurring conjunctions to signal • Lwill use relationships simple relationships (e.g., because). conjunctions to show simple relationships. Phonemic Awareness & Word Work/Phonics Phonics TRS: Chapter 6 Words with sp, sk, Teacher selected materials for phonemic CC.RF.1.3 Know and apply grade-level phonics and I will decode one-Syllable word analysis skills in decoding words. TRS: p. 179 awareness & word work. syllable words. sm CC.RF.1.3b Decode regularly spelled onesyllable words. TRS: Chapter 6 CC.RF.1.3 Know and apply grade-level phonics and • I will recognize Recognize word analysis skills in decoding words. irregularly spelled Irregularly TRS: Chapter 7 CC.RF.1.3a Recognize and read gradewords. appropriate irregularly spelled words. I will read irregularly spelled words. **Comprehension: Research Connections Research Connections** Teacher may choose standards that best match their research connections genre. . Suggested Comprehension Strategies and skills: Determining Importance & Important/ Interesting • Teacher Selected Materials for Research Connections. Information Refer to FSPS Research Connections Criteria Grade 1. ٠ Spelling Spelling WTW (LN): Sort 19 Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling Words with sp. sk.sm Teacher selected <mark>J – L 13</mark> Weekly Plan Grammar Grammar T198-T199 assessments <mark>J – L 13</mark> • I will use singular Singular MI CC.L.1.1 Demonstrate command of the conventions of Day 1 T214 Introduce standard English grammar and usage when writing or Plural http://www.readingrockets.org/article/2 Subject-Verb and plural nouns 7876/ Subjects & Verbs speaking. Nouns with matching verbs agreement http://www.readwritethink.org/classroo CC.L.1.1c Use singular and plural nouns with Day 2 T236 Subjects & Verbs in sentences. m-resources/lesson-plans/sentence-

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEE							
matching verbs in basic sentences (e.g. He hops; We hop).	Sentences	<u>quest-using-parts-6.html?tab=1#tabs</u> <u>http://www.internet4classrooms.com/sk</u> <u>ill_builders/plurals_language_arts_first</u> <u>_1st_grade.htm</u>	Verbs Projectable 13.4 PB: Vol. 1, p. 170 <u>Day 3</u> T246 Verbs with <i>s</i> Projectable 13.8 <u>Day 4</u> T256 Spiral Review: Statements PB: Vol. 1, p. 178 <u>Day 5</u> T262-T263 Weekly Review: Subjects & Verbs PB: Vol. 1, p. 179				
	Writing	Research Connections Correlate Writing Piece/Product to Rese	arch Topic				

	FORT SMITH SC	HOOLS – Grade	e 1 Curriculum: Literacy & l	ntegrated Content		WEEK 18
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily L	anguage/Vocabulary: Au	uthor Study				
 Teachers may choose standards that b Refer to FSPS Vocabulary Instruction C 		ldy.			materials for Vocabulary during) Author Study.
Phonem	nic Awareness & Word W	/ork/Phonics		Phonics	Tapabar Salastad Matari	ale for phonomia
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	sc, sn, sw blends	Teacher Selected Materia awareness & wor	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
	Comprehension: Author S	Study	•			
Teacher may	Teacher Selected Materials for Author Study		Study			
Refer To Ongoing CO	<u>Spelling</u> sc, sn, sw blends	WTW (LN): So	ort 21			

		Gram	mar			Grammar	J – L 14 Weekly Plan	Teacher selected
CC.L.1.1 Demonstrate command of standard English grammar and usag speaking. CC.L.1.1e Use verbs to convey past, present, and future (e.g., walked home; Today I walk how will walk home).	ge when writing or y a sense of Yesterday I	 I will use ver show past tens I will use ver show present t I will use ver show future ten 	se. rbs to cense. rbs to	Past Present Future Verbs	MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs http://www.readwritethink.org/classroo m-resources/lesson-plans/action- learning-vocabulary-with-918.html http://firstgradefanatics.blogspot.com/2 012/01/adjectives-verbs-and-nouns-oh- my.html	<u>J – L 14</u> Verb Present & Past Tense Root words	T294-T295 Day 1T310 Introduce Verbs & Time Day 2T332 Verbs with -ed Projectable 14.4 PB: Vol. 1, p. 184 Day 3 T342 Present & Past Time Projectable 14.8 PB: Vol. 1, p. 190	assessments
 CC.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. CC.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking.) CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (This standard is only taught in the "Spiral Review" section (Day 4) of Journeys. 		I will identify frequently occurring roc words. I will use sin and plural nou matching verbs	ot Igular ns with	Frequent Root words Singular Plural	TRS: p. 491-493 MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs http://www.internet4classrooms.com/sk ill_builders/plurals_language_arts_first _1st_grade.htm		 PB: Vol. 1, p. 189 <u>Day 4</u> T352 Spiral Review Singular & Plural Nouns PB: Vol. 1, p. 191 <u>Day 5</u> T358-T359 Weekly Review: Telling Time with Verbs PB: Vol. 1, p. 193: 	
	Writing							
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria c.)	 I will write to i explain by namin I will write factopic. I will write a c 	ng a topic. ts about a	(Facts Explain Conclusion	Is That a Fact? NW: PR http://www.readwritethink.org/classro om-resources/lesson- plans/investigating-animals-using- nonfiction-187.html		Informative (Inform)	

Reference FSPS Year at a Glance END OF 2ND QUARTER WINTER RECESS

The following standards are minimally addressed in 3rd Quarter. To ensure adequate coverage, incorporate these standards in whole

aroup lessons, small group instruction or literacy work station activities when possible. L.1.1b, L.1.1d, L.1.1f, L.1.1g, L.1.1i, L.1.4b MATERIALS, **ESSENTIAL** COMMON CORF STATE STANDARDS **OBJECTIVE** RESOURCES **LESSON FOCUS EXPLANATIONS &** ASSESSMENTS VOCABULARY **EXAMPLES** Daily Language/Vocabulary Teacher may choose standards that best match their teacher selected read aloud. Teacher Selected Materials for vocabulary ٠ Suggested Comprehension Strategies and skills: Sequence of Events & Question • Phonemic Awareness & Word Work/Phonics Phonics TRS: Chapter 6 p, l, pl words CC.RF.1.3 Know and apply grade-level phonics and word • I will decode one-Syllable **Teacher Selected Materials phonemic** analysis skills in decoding words. syllable words TRS: p. 179 awareness & word work CC. RF.1.3b Decode regularly spelled onesyllable words. CC.RF.1.3 Know and apply grade-level phonics and word • I will recognize TRS: Chapter 6 Recoanize analysis skills in decoding words. Irregularly irregularly spelled TRS: Chapter 7 CC.RF.1.3g Recognize and read gradewords. appropriate irregularly spelled words. • I will read irregularly spelled words. Comprehension Teacher Selected Comprehension Read-Aloud CC.RI.1.2 Identify the main topic and retell key GR: p. 79 I will identify the Identify Skill: Sequence of (Informational) main topic of a text. **RWM:** p. 163-164 details of a text. Main topic Event http://www.teachervision.fen.com/journ • I will retell key Retell alism/graphic-organizers/2276.html details of a text Strategy: Question Key details Text CC. RI.1.1 Ask and answer questions about STW2: p. 171-177 • I will ask Key detail key details in a text. Text RWM questions about key GR: p. 79 details in a text. • I will answer questions about key details in a text Spellina WTW (LN) - Sort 21 Spellina p, | p| blends Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.

WEEK 19

	FORT SMITH SCI	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 19
	Grammar			Grammar	<mark>J – L 15</mark> Weekly Plan	Teacher selected
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	 I will use verbs to show past tense. I will use verbs to show present tense. I will use verbs to show future tense. 	Past Present Future Verbs	MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs http://www.readwritethink.org/classroo m-resources/lesson-plans/action- learning-vocabulary-with-918.html http://firstgradefanatics.blogspot.com/2 012/01/adjectives-verbs-and-nouns-oh- my.html	<u>J – L 15 & 19</u> The Verb "be" Verb Future Tense Affixes	T294-T295 Day 1 T406 Introduce Verbs be Day 2 T428 Using is and are Projectable 15.4 PB: Vol. 1, p. 198 Day 3 T438 Using was and were Projectable 15.8 PB: Vol. 1, p. 203 Day 4 T449 Seriel Daview	Assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward). (This standard is only taught in the "Spiral Review" section (Day 4) of <i>Journeys</i> .)	I will use common prepositions.	Prepositions	MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- guest-using-parts-6.html?tab=1#tabs		<u>Day 4</u> T448 Spiral Review Prepositions PB: Vol. 1, p. 205 <u>Day 5</u> T454-T455 Weekly Review: The Verb be PB: Vol. 1, p. 206 <u>J – L 19 Weekly Plan</u> <u>T300-T301</u>	
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	 I will use verbs to show past tense. I will use verbs to show present tense. I will use verbs to show future tense. 	Past Present Future Verbs	MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs http://www.readwritethink.org/classroo m-resources/lesson-plans/action- learning-vocabulary-with-918.html http://firstgradefanatics.blogspot.com/2 012/01/adjectives-verbs-and-nouns-oh- my.html		Day 1T316 IntroduceFuture TenseDay 2T336 Using willProjectable 19.4PB: Vol. 2, p. 47Day 3T346 Using going toProjectable 19.8PB: Vol. 2, p. 52Day 4T356 Spiral ReviewTelling time with VerbsPB: Vol. 2, p. 54Day 5T362-T363 WeeklyReview: Future TensePB: Vol. 2, p. 56	
	Writing	1			<u>Writing</u> Informative	
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C.)	 I will write to inform/ explain by naming a topic. I will write facts about a topic. I will write a conclusion. 	Facts Explain Conclusion	Is That a Fact? NW: PR <u>http://www.readwritethink.org/classroo</u> <u>m-resources/lesson-</u> plans/investigating-animals-using- nonfiction-187.html		(Instruct)	

	FORT SMITH SC	HOOLS – Grade	1 Curriculum: Literacy & In	tegrated Content		WEEK 20
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	ilary		Phonemic	<mark>J – L 6</mark> Weekly Plan T6-7	(OPTIONAL)
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC. RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	I will speak single- syllable words.	syllable	TRS p. 181-183	<u>Awareness</u> <u>J – L 6</u> Final Sounds Segment Phonemes	Day 1 T12-t18 DL Beginning Sounds Blend Phonemes Day 2 T24-T26 DL Beginning Sounds	Weekly Tests T72 6.2-6.4
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word. 	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW http://www.readingrockets.org/article/ 27876/	Fluency Read with Expression <u>Vocabulary</u> Oral Vocabulary ORAL	Blend Phonemes <u>Day 3</u> T44-T46 DL Beginning Sounds Blend Phonemes <u>Day 4</u> T54-56 DL Beginning Sounds Blend Phonemes <u>Day 5</u> T64-67 DL Beginning Sounds Blend Phonemes AL: segment, phonemes	
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC. RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I will segment one- syllable words into their individual sounds.	Segment Syllable individual	TRS Chapter 6 and Chapter 7	VOCABULARY: figure tossed clang fault	Read Aloud: Introduce Oral Vocabulary "Night of the Wolf" T14 -T15 CLLG: p.51	
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (The rigor of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	https://www.teachingchannel.org/vide os/improving-student-vocabulary http://www.readingrockets.org/strategi es/semantic_gradients/ MI: p. 66	plenty jumbled	PB: Vol.1, p. 69 SB: pp.10-11	
Phoner	nic Awareness & Word W	/ork/Phonics		Phonics		1
CC. RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	pl, sl, bl blends <u>J – L 6</u>	Teacher Selected Materials for awareness & word work.	or phonemic

	FORT SMITH SC	HOOLS – Grade	1 Curriculum: Literacy & li	ntegrated Content		WEEK 20
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade-	 I will recognize irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	High Frequency Words to Know		
appropriate irregularly spelled words.	 I will read irregularly spelled words. 			Word Cards 16-17: come, said, call, hear, away, every		
	Comprehension	I	•	Comprehension	<mark>J – L 6</mark> Read Aloud	(OPTIONAL)
CC. RI.1.2 Identify the main topic and retell key details of a text. (This standard is the Focus Wall target skill for the week.)	 I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Informational Key details	STW p. 181-182, p. 198 CT lessons 16-17 <u>http://edsitement.neh.gov/view_lesso</u> <u>n_plan.asp?id=240</u>	Skill: Main Topic Strategy:	Or Teacher Selected Read Aloud <u>Main Selection</u> "Jack and the Wolf"	Weekly Tests T73 6.5-6.7
(This standard is the Focus Wall target strategy for the week.)		Text		Summarize	Genre: Fable Day 2 T32-T41	Optional Unit Assessment:
CC. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	 I will retell a story with key details. I will demonstrate understanding of the central message or lesson of a story. 	Key details demonstrate Understanding Central- message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <u>http://edsitement.neh.gov/view_lesso</u> n_plan.asp?id=240		Introduce: Understanding character; Summarize Strategy Projectable 6.2 (characters) SB: pp. 14-29 CLLG: p.50	Benchmark and Unit Test Unit 1 (Arkansas Benchmark and Unit Test)
CC. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	• I will describe characters, settings, or events using illustrations and details in a story.	Illustrations Describe Characters Setting Events	STW p. 141-142 GR p. 154 RWM		Develop Comprehension: T34-40 Projectables 6.3a, 6.3b, 6.3	
CC. RL.1.9 Compare and contrast the adventures and experiences of characters in stories. (This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .)	• I will compare and contrast the adventures and experiences of characters in stories.	Illustrations Describe Characters Setting Events	http://teacher.scholastic.com/lessonre pro/results/view.asp?SubjectID=1&Su bheadID=4&TopicID=15&GradeID=& PageURL=%2Flessonrepro%2Flesso nplans%2Fect%2Ffamousbears.htm		AL: character, summarize <u>Day 3</u> : T50-51 Deepen Comprehension: Projectable 6.7	
CC.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. CC.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .)	I will sort words into categories.	Concept Category	https://www.teachingchannel.org/vide os/improving-student-vocabulary http://www.readingrockets.org/strategi es/semantic_gradients/ http://www.readingrockets.org/strategi es/concept_sort/		PB: Vol. 1, p. 76 AL: fable, understanding character, summarize <u>Day 4</u> Vocabulary Strategies T60-T61 Classify and Categorize Action Words Projectable 6.10 (Classify and Categorize action	

	FORT SMITH SC	HOOLS – Grade 1	Curriculum: Literacy & Ir	ntegrated Content	WEEK 20
CC.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. CC. L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .)	 I will define words. I will sort words in categories. 	Define Categories Sort	BWL		words) <u>Connect To</u> "The Three Little Pigs" T58-59; Genre: Fairy Tale MC: T59 SB: pp. 31-33 CLLG: p.51 Connect to Traditional Tale
	Spelling			Spelling	WTW (LN) – Sort 22
Refer To Ongoing C	CSS Grade 1 for CC.L.1.2	d when teaching spe	lling.	pl, sl, bl words	
	Grammar			Grammar	
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1j Produce and expand complete simple and compound <u>declarative</u> , <u>interrogative</u> , imperative, and <u>exclamatory</u> <u>sentences</u> in response to prompts. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will produce simple declarative sentences in response to prompts. I will produce simple interrogative sentences in response to prompts. I will produce simple imperative sentences in response to prompts. I will produce simple exclamatory sentences in response to prompts. 	Declarative Interrogative Imperative Exclamatory Simple sentences	It That a Fact? Interactive Writing Appendix C	Imperative Sentences	Teacher Selected Materials for Grammar Study
	Writing	E la	la That a FaalQ		Writing
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C.)	 I will write to inform/ explain by naming a topic. I will write facts about a topic. I will write a conclusion. 	Facts Explain Conclusion	Is That a Fact? NW: PR http://www.readwritethink.org/classro om-resources/lesson- plans/investigating-animals-using- nonfiction-187.html		Informative (Instruct)

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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	lary		Phonemic	<u>J – L 7</u> Weekly Plan T100-	(OPTIONAL)
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC. RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	I will speak single- syllable words.	syllable	TRS p. 181-183	<u>Awareness</u> J – L 7 Segment Phonemes <u>Fluency</u>	<u>101</u> <u>Day 1</u> T106-112 DL Beginning Sounds Blend Phonemes <u>Day 2</u> T118-120 DL Beginning Sounds	Weekly Tests T166 7.2-7.5
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word. 	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW http://www.readingrockets.org/article/2 7876/	Phrasing <u>Vocabulary</u> Oral Vocabulary	Blend Phonemes <u>Day 3</u> T138140 DL Beginning Sounds Blend Phonemes <u>Day 4</u> T148-150 DL Beginning Sounds Blend Phonemes <u>Day 5</u> T158-161 DL Beginning Sounds Blend Phonemes	
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC. RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	• I will segment one- syllable words into their individual sounds.	Segment Syllable individual	TRS Chapter 6 and Chapter 7	ORAL VOCABULARY: faraway village crisp smudge	AL: segment, phonemes <u>Read Aloud: Introduce</u> <u>Oral Vocabulary</u> "Prairie Dogs" T108-109 CLLG: p.53 PB: Vol.1, p. SB: pp.10-11	
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	https://www.teachingchannel.org/video s/improving-student-vocabulary http://www.readingrockets.org/strategie s/semantic_gradients/ MI: p. 66	peeked edges	Instructional Routine 16	
Phonem	ic Awareness & Word W	ork/Phonics		Phonics		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	cr, cl, fl, fr blends <u>J – L 7</u> <u>High Frequency</u> <u>Words to Know</u>	Teacher Selected Materia awareness & wor	

	FORT SMITH SCI	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 21
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	Word Cards 110- 111: of, how, make, some, why, animals		
	Comprehension		•	Comprehension	J – L 7 Main Selection	(OPTIONAL)
CC. RI.1.2 Identify the main topic and retell key details of a text. (This standard is the <i>Focus Wall</i> target skill for the week.)	 I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Informational Key details Text	STW p. 181-182, p. 198 CT lessons 16-17 http://edsitement.neh.gov/view_lesson_ plan.asp?id=240	J <u>–L7</u> Skill: Details Strategy: Infer/ Predict	Day 1 "How Animals Communicate" T126-T135 SB: p. 42- 57 Genre: Informational text	Weekly Tests T167 7.6-7.8
CC. RI.1.1 Ask and answer questions about key details in a text. (This standard was added to <i>Journeys</i> Lesson 15 in order to meet the <i>Focus Wall</i> target strategy.)	 I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key detail Text	STW2: p. 171-177 RWM GR: p. 79	Genre: Informational text/ Informational Text: Science <u>Essential</u>	CLLG: p. 52 <u>Day 2</u> Introduce Comprehension T124-135 Details; Infer/Predict Strategy	
CC. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	• I will ask and answer questions to understand words and phrases in text.	Ask Questions Words phrases Text	Poetry: PTTP p. 47-54	Question: How do animals communicate?	Projectable 7.2 SB: p. 42-57 Develop Comprehension: T128-135	
CC.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• I will know and use text features to locate key facts and information in a text.	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 http://ethemes.missouri.edu/themes/48 Z		Projectables 7.3a, 7.3b, 7.3c, AL: details, infer/ predict	
CC. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	• I will distinguish between information provided by pictures, illustrated, and words in a text.	Pictures illustrations Text	http://www.readingrockets.org/article/3 5693 http://www.readingrockets.org/article/3 9991		Day 3 T144-T145 Deepen Comprehension PB: Vol. 1, p. 90 Projectable 7.7 AL: informational text,	
CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	• I will use the illustrations and details in a text to describe its key ideas.	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.org/article/5 765/		details, infer/ predict <u>Day 4</u> Vocabulary Strategies T154-T155 Using a Glossary	
CC.RI.1.8 Identify reasons an author gives to support points in a text.	• I will identify the reasons an author gives to support points (ideas) in a	Points Text Support Reasons	NRP TDC http://www.readingrockets.org/article/4 0120/		Projectable 7.10 (Using a Glossary) <u>Connection To</u>	Quarter 2 7

	FORT SMITH SCH	HOOLS – Grade	1 Curriculum: Literacy & In	tegrated Content		WEEK 21
CC.RI.1.9 Identify basic similarities in and	• I will identify	Identify Author Identify	http://teacher.scholastic.com/lessonrep		"Insect Messages" T152-153; Genre: Informational	
differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	similarities in two texts on the same topic.	Similarities Differences text	ro/results/view.asp?SubjectID=1&Subh eadID=4&TopicID=15&GradeID=&Pag eURL=%2Flessonrepro%2Flessonplan s%2Fect%2Ffamousbears.htm		Text MC: T153 SB: pp. 58-61	
(This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .)	• I will identify differences in two texts on the same topic.				CLLG: 52 Connect to Science	
	Spelling			Spelling	WTW (LN) -	- Sort 23
Refer To Ongoing CC	SS Grade 1 for CC.L.1.2d	l when teaching sr	pelling.	cr, cl, fl, fr blends		
	Grammar	3 1		Grammar	<mark>J – L 16</mark> Weekly Plan	Teacher Selected
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1j Produce and expand complete simple and compound <u>declarative</u> , interrogative, <u>imperative</u> , and <u>exclamatory</u> sentences in response to prompts. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will produce simple declarative sentences in response to prompts. I will produce simple interrogative sentences in response to prompts. I will produce simple imperative sentences in response to prompts. 	Declarative Interrogative Imperative Exclamatory Simple sentences	MI Is That a Fact? IW Appendix C http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- guest-using-parts-6.html?tab=1#tabs	<u>J – L 16, J – L 17, &</u> <u>J – L 27</u> Interrogative sentences	T6-T7 Day 1 T22 Introduce questions Day 2 T46 What is a Question? Projectable 16.4 PB: Vol. 2, p. 5 Day 3 T56 Writing Questions Projectable 16.8 Day 4 T66 Spiral Review	Assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1b Use <u>common</u> , proper, and <u>possessive nouns</u> . (This standard is only taught in the "Spiral Review" section (Day 4) of <i>Journeys</i> .) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use common nouns. I will use proper nouns. I will use possessive nouns. 	Common nouns Proper nouns Possessive nouns	MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- guest-using-parts-6.html?tab=1#tabs http://firstgradefanatics.blogspot.com/2 012/01/adjectives-verbs-and-nouns-oh- my.html		Proper Nouns PB: Vol. 2, p. 13 <u>Day 5</u> T72-T73 Weekly Review:: Questions PB: Vol. 2, p. 14 <u>J – L 17 Weekly Plan</u> <u>T104-T105</u> <u>Day 1</u> T120 Introduce Kinds of Sentences <u>Day 2</u> T144 Statement or Questions?	
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1d Use personal, <u>possessive</u> , and <u>indefinite</u> pronouns (e.g., I, me, my; they. Them, ESDS Elementary Literacy, 2015, 2016	 I will use personal pronouns. I will use possessive	Personal pronouns Possessive pronouns	http://www.readingrockets.org/article/2 7876/ http://www.readworks.org/lessons/grad ek-1-2/pronoun-reference		Projectable 17.4 PB: Vol. 2, p. 19 <u>Day 3</u> T154 Writing Questions	Quarter 2, 9

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their, anyone, everything).	pronouns.	Indefinite			Projectable 17.8	
(This standard is only taught in the "Spiral Review" section	• I will use indefinite	pronouns			Day 4T164 Spiral	
(Day 4) of <i>Journeys</i> .)	pronouns.				Review Proper Nouns	
					PB: Vol. 2, p. 27	
(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)					<u>Day 5</u> T170-T171	
					Weekly Review:	
					PB: Vol. 2, p. 28	
					J – L 27 Weekly Plan	
					<u>T102-103</u>	
					<u>Day 1</u> T118	
					Introduce Kinds of	
					Sentences	
					Day 2 T140Question or	
					Exclamation?	
					Projectable 27.4	
					PB: Vol. 2, p.157	
					Day 3 T150Three Kinds	
					of Sentences	
					Projectable 27.8	
					PB: Vol. 2, p.162	
					<u>Day 4</u> T160	
					Spiral Review: The	
					Pronoun I	
					PB: Vol. 2, pp.165	
					<u>Day 5</u> T166-T167	
					Weekly Review:	
					Kinds of Sentences	
					SB: pp.70-71	
					PB: Vol., 2 p.166 AL: statement,	
					question, exclamation	
	Writing				Writing	
	Writing				Informative	
CC.W.1.2 Write informative/explanatory texts	• I will write to	Facts	Is That a Fact?		(Instruct)	
in which they name a topic, supply some facts	inform/ explain by	Explain	NW: PR http://www.readwritethink.org/classro		·	
about the topic, and provide some sense of	naming a topic.	Conclusion	om-resources/lesson-			
closure.	I will write facts		plans/investigating-animals-using-			
(Refer to FSPS Informational Criteria C.)	about a topic.		nonfiction-187.html			
	I will write a					
	conclusion.					

WEEK 21

	FORT SMITH SCI	HOOLS – Grade	1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 22
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	lary	•	Vocabulary	Teacher Selected Materia	als for vocabulary
Teacher may choose standards thSuggested Comprehension Strate						
Phonem	ic Awareness & Word W			Phonics	Teacher Selected Mater	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	bl, br, gr, gl blends	awareness & wo	ord work.
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
	Comprehension			Comprehension	Teacher Se	
CC.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (This standard is the <i>Focus Wall</i> target skill for the week.)	• I will distinguish between information provided by pictures, illustrated, and words in a text.	Illustrations Text	http://www.ohio.edu/visualliteracy/JVL_I SSUE_ARCHIVES/JVL28(2)/28_2_Ere kson.pdf	Skill: Connections in a text Strategy: Cause and Effect	Read-Alo (Informatio	
CC.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	• I will describe the connection between two pieces of information in a text.	Events	RWM : p. 60-67 TRS : p. 618-619	Liieu		
CC.RI.1.2 Identify the main topic and retell key details of a text. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <u>http://www.teachervision.fen.com/journ</u> alism/graphic-organizers/2276.html			
CC. RI.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	• I will explain the differences between story books and informational texts.	Explain Differences Story books Informational Fiction Nonfiction	IRAK-1: p. 95-98 http://edsitement.neh.gov/view_lesson_ plan.asp?id=240			

	FORT SMITH SCI	HOOLS – Grad	e 1 Curriculum: Literacy & In	tegrated Content	WEEK 22
CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	• I will use the illustrations and details in a text to describe its key ideas.	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.org/article/57 65/		
	Spelling			<u>Spelling</u>	WTW (WW) - Sort 24
Refer To Ongoing CC	SS Grade 1 for CC.L.1.2	d when teaching s	spelling.	bl, br, gr, gl blends	
	Grammar			Grammar	J – L 18 Weekly Plan Teacher selected
CC.L.1.2 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking. CC.L.1.2a Capitalize dates and names of people.	• I will capitalize dates and names of people.	capitalize	Is That A Fact? PPW WP	<u>J – L 18</u> Commas in Dates & Series	T202-T203assessmentsDay 1T218 IntroduceNames of Months,Days, & HolidaysDay 2T 242 Names ofMonths, Days, &HolidaysProjectable18.4PB: Vol.2, p. 33
CC.L.1.2 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking. CC.L.1.2c Use commas in dates and words in a series.	 I will use commas in dates. I will use commas in words in a series. 	Commas Series	https://www.engageny.org/ccls-ela/l12c		Day <u>3</u> T 252 Names of Months, Days, & Holidays Projectable 18.8 PB: Vol.2, p.18.9 Day <u>4</u> T262 Spiral Review: Subject and Verbs PB: Vol.2, p.41 Day <u>5</u> T268-T269 Weekly Review: PB: Vol.2, p.42
	Writing				Writing
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C.)	 I will write to inform/ explain by naming a topic. I will write facts about a topic. I will write a conclusion. 	Facts Explain Conclusion	Is That a Fact? NW: PR <u>http://www.readwritethink.org/classroom-</u> resources/lesson-plans/investigating- animals-using-nonfiction-187.html		Informatīve (Instruct)

FORT SMITH SCHOOLS – (Grade 1 C	urriculum: L	_iteracy &	Integrated Content

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			T Curriculum. Enclacy & II	ing alou oomoni		WEEK 23
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	lary		Phonemic	J – L 9 Weekly Plan T288-	(OPTIONAL)
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word. 	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW http://www.readingrockets.org/article/2 7876/	<u>Awareness</u> <u>J – L 9</u> Segment Phonemes Middle Sound <u>Fluency</u> Accuracy <u>Vocabulary</u> Oral Vocabulary	T289 Day 1 T294-T295 DL Segment Phonemes Day 2 T306-T308 DL Segment Phonemes Day 3 T326-T327 DL Middle Sound Day 4 T336-T337 DL Middle Sounds Day 5 T346-T347 DL	Weekly Tests T354 9.2-9.4
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC. RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I will segment one- syllable words into their individual sounds.	Segment Syllable Individual	TRS: Chapter 5 TRS: Chapter 6 and Chapter 7 http://www.readingrockets.org/article/2 7876/	Oral Vocabulary: yanking awake	Segment Phonemes; Middle Sound AL: segment, phonemes <u>Read Aloud: Introduce</u> <u>Oral Vocabulary</u> "The Little Red Hen"	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	trip try twice wonder	T296-T297 CLLG: p.57 Instructional Routine 16	
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, <u>including using</u> <u>frequently occurring conjunctions to signal</u> <u>simple relationships (e.g., because).</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ece/k/lal.p df			
Phonem	ic Awareness & Word W	ork/Phonics	I	Phonics	Teacher Selected Materia	als for phonemic
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words	• I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	pr, tr, dr blends <u>J – L 9</u> <u>High Frequency</u>	awareness & wo	rd work.

	FORT SMITH SC	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 23
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.	 I will know final –e patterns. I will know common vowel team conventions. 	Vowel team conventions	TRS: Chapter 6 TRS: Chapter 7	Words to Know Word Cards T298-T299: write, read,		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	pictures, draw, was, after		
	Comprehension			Comprehension	J – L 9 Main Selection	(OPTIONAL)
CC. RL.1.1 Ask and answer questions about key details in a text. (This standard was added to <i>Journeys</i> Lesson 14 in order to meet the Focus Wall target skill.) (This standard is the Focus Wall <u>target strategy</u> for the week.)	 I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key detail Text	STW :p.17-18, p.110-122, 177 IRAK-1: p. 5 CT: lesson 8-11 http://www.readwritethink.org/classroo m-resources/lesson-plans/book-sorting- using-observation-145.html	<u>J – L 9</u> Skill: Text and Graphic features Strategy: Question	"Dr. Seuss" <u>Day 1</u> T312-T323 SB: p. 98-113 Genre: Biography CLLG: p. 56 <u>Day 2</u> Introduce Comprehension T312-T313	Weekly Tests T355 9.5-9.7
CC.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (This standard is the Focus Wall <u>target skill</u> for the week.)	• I will know and use text features to locate key facts and information in a text.	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 http://ethemes.missouri.edu/themes/48 Z	Genre: Biography/ Poetry Essential Question: How do words and pictures help tell a story?	Text and Graphic Features Projectable 9.2 (Text & Graphic Features AL : graphic features, illustration, caption Develop Comprehension T316-T322	
CC.RI.1.2 Identify the main topic and retell key details of a text. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 http://www.teachervision.fen.com/journ alism/graphic-organizers/2276.html		Projectable 9.3a, 9.3b, 9.3c (T-Map) Your TurnT323 Day 3 Deepen Comprehension T332- T333	
CC.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (This standard is the Focus Wall <u>target skill</u> for the week.)	• I will distinguish between information provided by pictures, illustrated, and words in a text.	Illustrations Text	http://www.ohio.edu/visualliteracy/JVL_I SSUE_ARCHIVES/JVL28(2)/28_2_Ere kson.pdf f		Text & Graphic Features Projectable 9.7 PB: Vol. 1, p. 118 AL: graphic features, illustration	
CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	• I will use the illustrations and details in a text to describe its key	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.org/article/57 <u>65/</u>		Day 4 Vocabulary Strategies T342-T343 Antonyms Projectable 9.9	

	FORT SMITH SCH	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 23
	ideas.				(Antonyms) <u>Connect To</u> "Two poems from Dr. Seuss" T340- T341 Genre: Poetry MC: T341 CLLG: p.57 Connect to Poetry	
	Spelling			<u>Spelling</u> pr, tr, dr blends	WTW (WW) – 1	Sort 2E
Refer To Ongoing CO	CSS Grade 1 for CC.L.1.20	d when teaching s	pelling.	• • •		
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1d Use <u>personal</u> , possessive, and <u>indefinite</u> pronouns (e.g., I, me, my; they. Them, their, anyone, everything). CC.L.1.1 Demonstrate command of the conventions of	Grammar I will use personal pronouns. I will use possessive pronouns. I will use indefinite pronouns. I will use indefinite pronouns. 	Personal pronouns Possessive pronouns Indefinite pronouns Declarative	http://www.readingrockets.org/article/2 7876/ http://www.readworks.org/lessons/grad ek-1-2/pronoun-reference	<u>Grammar</u> <u>J – L 21 & J – L 22</u> Pronouns: Personal & Indefinite	<u>J – L 21</u> Weekly Plan T6- <u>T7</u> <u>Day 1</u> T22 Introduce Subject pronouns <u>Day 2</u> T44 Pronouns that Name One Projectable 21.4 PB: Vol. 2, p. 74 Day 3 T54 Pronouns That	Teacher Selected assessments
 CC.L.1.1 Denotistate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1 j Produce and expand complete simple and compound <u>declarative</u>, interrogative, <u>imperative</u>, and <u>exclamatory</u> sentences in response to prompts. (This standard is only taught in the "Spiral Review" section (Day 4) of <i>Journeys</i>.) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.) 	 I will produce simple declarative sentences in response to prompts. I will produce simple interrogative sentences in response to prompts. I will produce simple imperative sentences in response to prompts. 	Interrogative Imperative Exclamatory Simple sentences	INI Is That a Fact? IW Appendix C http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- guest-using-parts-6.html?tab=1#tabs		Name More Than One Projectable 21.8 Day 4 T64 Spiral Review: Questions PB: Vol. 2, p. 82 Day 5 T70-T71 Weekly Review: Subject Pronouns PB: Vol. 2, p. 83 AL: subject pronoun J – L 22 Weekly Plan T102-T103 Day 1 T118 Introduce the Pronoun I Day 2 T140 The Pronoun I Projectable 22.4 PB: Vol. 2, p. 88 Day 3 T150 The Pronoun I Projectable 22.8 PB: Vol. 2, p.93 Day 4 T160 Spiral Review:	

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content						
				Kinds of Sentences PB: Vol. 2, p. 95 <u>Day 5</u> T166-T167 Weekly Review: The Pronoun I PB: Vol. 2, p. 97 AL: subject pronoun		
		Writing		<u>Writing</u> Informative		
CC.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (Refer to FSPS Informational Criteria C.)	 I will write to inform/ explain by naming a topic. I will write facts about a topic. I will write a conclusion. 	Facts Explain Conclusion	Is That a Fact? NW: PR http://www.readwritethink.org/classro om-resources/lesson- plans/investigating-animals-using- nonfiction-187.html	(Instruct)		

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content						
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	Ilary		Phonemic	<mark>J – L 16</mark> Weekly Plan T6-	(OPTIONAL)
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	I will long from short vowel sounds.	Syllable	TRS: Chapter 5 TRS: p. 181-183 http://www.readingrockets.org/article/2 7876/	<u>Awareness</u> J – L 16 Substitute Medial Phonemes	<u>7</u> <u>Day 1</u> T12-T13 DL Substitute Medial Phonemes Distinguish Vowel Sounds	Weekly Tests T76 16.2-16.5
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). CC.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	 I will tell the beginning (initial) sound in a spoken single-syllable word. I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word. I will tell the final sound in a spoken single-syllable word. 	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW http://www.readingrockets.org/article/2 7876/	Fluency Stress <u>Vocabulary</u> Oral Vocabulary ORAL VOCABULARY:	Day 2 T24-T25 DL Substitute Medial Phonemes Phoneme Medial Isolation Day 3 T48-T49 DL Substitute Final Phonemes Day 4 T58-T59 DL Substitute Final Phonemes Day 5 T68-T69 DL Substitute Medial and	
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (The rigor of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ece/k/lal.p df	atmosphere surface miniature vast landscape decision	Final Phonemes AL: phonemes <u>Read Aloud: Introduce</u> <u>Oral Vocabulary</u> "One Giant Leap" T14 -T15 CLLG: p. 71 PB: Vol.2, p. 1 SB: pp.10-11	
	nic Awareness & Word W			Phonics	Taaabaa Calaatad Matar	ala fan nhanansia
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	k, wh, qu, tw words	Teacher Selected Materi awareness & wo	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.	 I will know final –e patterns. I will know common vowel team conventions. 	Vowel team conventions	TRS: Chapter 6 TRS: Chapter 7			

	FORT SMITH SCH	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 24
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
	Comprehension			Comprehension	<mark>J – L 16</mark> Main Selection	(OPTIONAL)
CC. RI.1.1 Ask and answer questions about key details in a text. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	 I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key detail Text	STW2: p. 171-177 RWM GR: p. 79	<u>J – L 16</u> Skill: Main Idea & details Strategy: Question	"Let's Go to the Moon!" T32-T45 SB: p. 14-36 Genre: informative text CLLG: p. 70 Day 2 Introduce Comprehension	Weekly Tests T77 16.6-16.8
CC.RI.1.2 Identify the main topic and retell key details of a text. (This standard is the <i>Focus Wall</i> target skill for the week.)	 I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 http://www.teachervision.fen.com/journ alism/graphic-organizers/2276.html	Genre: Informational text/ biography Essential Question:	T30-T31 Main Idea and Details Projectable 16.2 AL: topic, main idea, supporting detail Develop	
CC.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	• I will describe the connection between two pieces of information in a text.	Events	RWM: p. 60-67 TRS: p. 618-619	What is important to know about the moon?	Comprehension T34- T43 Projectable 16.3a, 16.3b, 16.3c (Web Map) Your Turn T45 Day 3 Deepen Comprehension T54-	
CC.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• I will know and use text features to locate key facts and information in a text.	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 http://ethemes.missouri.edu/themes/48 Z		T55 Main Idea and Details Projectable 16.7 PB: Vol. 2, p. 8 AL: topic, main idea, supporting detail	
CC.RI.1.7 Use <u>the illustrations</u> and details in a text to describe its key ideas. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	• I will use the illustrations and details in a text to describe its key ideas.	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.org/article/57 65/		Day 4 Vocabulary Strategies T64-T65 Suffixes, -y, -ful Projectable 16.9 (Suffixes) Connect To "Mae Jemison" T62-T63 Genre: Biography MC: T63 CLLG: p.71 Connect to Science	

WEEK 24 Spelling Spelling Words with k, wh, qu, WTW (WW) - Sort 26 Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling. tw Grammar Grammar <mark>J – L 23</mark> Weekly Plan Teacher Selected • I will use personal http://www.readingrockets.org/article/27 T198-T199 Personal <mark>J – L 23</mark> Assessments CC.L.1.1 Demonstrate command of the conventions of 876/ standard English grammar and usage when writing or pronouns. pronouns Day 1 T214 Introduce speaking. Possessive • I will use Possessive **Possessive Pronouns** http://www.readworks.org/lessons/grad CC.L.1.1d Use personal, possessive, and pronouns ek-1-2/pronoun-reference Pronouns/ possessive Day 2 T238 Using my, indefinite pronouns (e.g., I, me, my; they, Indefinite Determiners pronouns. your, his, and her Them, their, anyone, everything). pronouns • I will use indefinite Projectable 23.4 (The rigor of this standard is not addressed in this Journeys PB: Vol. 2, p. 102 lesson.) pronouns. Day 3 T248 Using mine, CC.L.1.1 Demonstrate command of the conventions of http://www.readtennessee.org/teach • I will use Determiners your, his, and hers ers/common core standards/1st gr standard English grammar and usage when writing or determiners. Projectable 23.8 ade/language/l11.aspx speaking. PB: Vol. 2, p. 107 CC.L.1.1h Use determiners (e.g., and, but, or, Dav 4 T258 Spiral so, because). Review: Names of CC.L.1.2 Demonstrate command of the conventions of Is That A Fact? capitalize • I will capitalize standard English, grammar and usage when writing or Months, Days, Holidays PPW dates and names of speaking. PB: Vol. 2, p. 110 WP people. CC.L.1.2a Capitalize dates and names of Day 5 T264-T265 Weekly people. Review: Possessive (This standard is only taught in the "Spiral Review" section Pronouns (Day 4) of Journeys.) PB: Vol. 2, p. 111 (The rigor of this standard is not addressed in this Journeys AL: possessive pronouns lesson.) Writing Writing Informative Is That a Fact? CC.W.1.2 Write informative/explanatory texts • I will write to Facts (Instruct) in which they name a topic, supply some Explain NW: PR inform/ explain by http://www.readwritethink.org/classroo Conclusion facts about the topic, and provide some naming a topic. m-resources/lessonsense of closure. • I will write facts plans/investigating-animals-using-(Refer to FSPS Informational Criteria C.) about a topic. nonfiction-187.html • I will write a conclusion.

	FORT SMITH SC	ntegrated Content	WEEK 25			
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu					
Teacher may choose standards th	Teacher Selected Materials for vocabulary					
Suggested Comprehension Strate		Dhardan Taraha Calada Malada faraharan'				
	nic Awareness & Word W	Phonics Words with short	Teacher Selected Materia awareness & wo			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	a long a <u>High Frequency</u> Words to Know	awareness & wo	ia work.
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.	 I will know final –e patterns. I will know common vowel team conventions. 	Vowel team conventions	TRS: Chapter 6 TRS: Chapter 7	Word Cards T16- T17: think, bring, before, light, because, carry, show, around Words with short I, long i		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
	Comprehension	Teacher Selected				
CC.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (This standard is the <i>Focus Wall</i> target skill for the week.) (This standard is the <i>Focus Wall</i> target strategy for the week.)	 I will identify similarities in two texts on the same topic. I will identify differences in two texts on the same topic. 	Similarities Differences	http://www.readingrockets.org/article/40 005/ NRP RWM: p. 149, 153	Genre: Informational Skill: Syntheses Strategy: Compare & Contrast Text Types	Read-Alou	d
CC.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• I will know and use text features to locate key facts and information in a text	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 http://ethemes.missouri.edu/themes/48 Z			

		FORT SN	ITH SCI	HOOLS – Grade	1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 25
CC.RI.1.7 Use the illustrations a text to describe its key ideas.	and details in a	• I will use the illustrations an details in a tex describe its ke	d t to	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.org/article/57 65/			
CC.RI.1.8 Identify the reasons an to support points in a text.	n author gives	I will identify reasons an au gives to suppo points (ideas) text.	thor ort	Text	NRP TDC http://www.readingrockets.org/article/40 120/			
Spelling Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.					<u>Spelling</u> Words with short a,	WTW (WW) – Sort 1 and/or 7		
Relef	To Ongoing CC	SS Grade 1 lor Gram		a when teaching s	bening.	long a	J – L 24 Weekly Plan	Teacher selected
CC.L.1.1 Demonstrate command of the standard English grammar and usage speaking. CC.L.1.1c Use singular and plur, matching verbs in basic sentence hops; We hop). CC.L.1.1 Demonstrate command of the standard English grammar and usage speaking. CC.L.1.1d Use <u>personal</u> , possess <u>indefinite</u> pronouns (e.g., I, me, r their, anyone, everything). (The <u>rigor</u> of this standard is not addressed lesson.)	e when writing or ral nouns with es (e.g. He e conventions of when writing or ssive, and my; they. Them,	 I will use sin and plural m with matchir in sentences I will use pe pronouns. I will use possessive pronouns. I will use int pronouns. 	gular ouns ig verbs s.	Singular Plural Nouns Verbs Sentences Personal pronouns Possessive pronouns Indefinite pronouns	MI http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs http://www.internet4classrooms.com/sk iii builders/plurals_language_arts_first_ _1st_grade.htm http://www.readingrockets.org/article/2 7876/ http://www.readworks.org/lessons/grad ek-1-2/pronoun-reference	<u>Grammar</u> J <u>–L24</u> Pronouns & Action Verbs	T296-T297Day 1T312 IntroducePronouns & VerbsDay 2T334 Pronouns &VerbsProjectable 24.4PB: Vol.2 , p. 116Day 3T344 Pronouns &VerbsProjectable 24.8PB: Vol., p.121Day 4T354 Spiral Review:Future TensePB: Vol.2, p.123Day 5T360-T361Weekly Review: Pronouns& VerbsPB: Vol.2, p.125	Assessments
Writing								
informative/explanatory texts in which they name a topic, supply some facts	I will write to inform/ explain by naming a topic.		Facts Explain Conclusion	Is That a Fact? NW: PR http://www.readwritethink.org/classro om-resources/lesson- plans/investigating-animals-using- nonfiction-187.html	<u>Writing</u> Informative (Instruct)			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily	Language/Vocabulary: Au	uthor Study				
Teachers may choose standardsRefer to FSPS Vocabulary Instruct	Teacher selected materials for Vocabulary during Author Study.					
Phoner	nic Awareness & Word W	/ork/Phonics		Phonics	Teacher Selected Materials for phonem	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	Words with short I, long i	awareness & w	ord work.
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.	 I will know final –e patterns. I will know common vowel team conventions. 	Vowel team conventions	TRS: Chapter 6 TRS: Chapter 7			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
	Teacher Selected Materials for Author Study.					
Teacher may						
	Spelling	WTW (WW) – So	rt 2 and/or 8			
Refer To Ongoing C	Words with short i , long i					

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content							
		Gramma	r		Grammar	<mark>J – L 26</mark> Weekly Plan T6-	Teacher selected
CC.L.1.1 Demonstrate command of t standard English grammar and usag speaking. CC.L.1.1j Produce and expand and compound <u>declarative</u> , <u>inte</u> <u>imperative</u> , and exclamatory se response to prompts. (The <u>rigor</u> of this standard is not addresse lesson.)	e when writing or complete simple <u>rrogative,</u> ntences in	 I will produce simple declarative sentences in response to prom I will produce simple interrogati sentences in response to prom I will produce simple imperative sentences in response to prom 	Imperative Exclamatory Simple sentences	MI Is That a Fact? IW Appendix C http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs	J – L 26 Exclamations	<u>T7</u> <u>Day 1</u> T22 Introduce Exclamations Projectable 26.1 <u>Day 2</u> T44 What Is an Exclamation? Projectable 26.4 PB: Vol. 2, p. 143 <u>Day 3</u> T54 Writing Exclamations Projectable 26.8 PB: Vol.2, p.148	Assessments
CC.L.1.1 Demonstrate command of t standard English grammar and usag speaking. CC.L.1.1d Use personal, <u>posse</u> <u>indefinite</u> pronouns (e.g., I, me, their, anyone, everything). (The <u>rigor</u> of this standard is not addressed lesson.	e when writing or e <u>ssive</u> , and my; they, them,	 I will use perso pronouns. I will use possessive pronouns. I will use indefinition 	pronouns Possessive pronouns Indefinite	http://www.readingrockets.org/article/2 7876/ http://www.readworks.org/lessons/grad ek-1-2/pronoun-reference		Day 4 T64 Spiral Review: subject Pronouns Projectable 26.9 PB: Vol.2, p.151 Day 5 T70-T71 Weekly Review: Exclamations	
		Writing		I		Writing	
CC.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	 I will write a narecount two or m I will write a comy narrative. I will write a comy narrative. 	arrative to lore events. onclusion to	Sequenced Narrative Recount Details Events	Is That a Fact? p 187-209 Small Moments		Narrative	

WEEK 27 & 28

		FI CUITICUIUIII. LITETACY & II			WEEN ZI & ZO
OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
		•			
at best match their researd	ch connections genr	e.	Teacher selected mate		esearch connections
gies and skills: Text Struct		study.			
ons Criteria					
nes K-6					
 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ece/k/lal.pd f			
ic Awareness & Word W	ork/Phonics		Phonics	Teacher Selected Mater	rials for phonemic
I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	Words with short o, long o	awareness & w	
 I will know final –e patterns. I will know common vowel team conventions. 	Vowel team conventions	TRS: Chapter 6 TRS: Chapter 7			
 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
rehension: Research Co	nnections			Research Connections	
 Teacher may choose standards that best match their research connections genre. Suggested Comprehension Strategies and skills: Text Structure & Gathering Information from Illustrations Refer to FSPS Research Connections Criteria Grade 1. 					
Spelling					t 3 and/or 9
	OBJECTIVE age/Vocabulary: Resear at best match their researd gies and skills: Text Struct ons Criteria nes K-6 • I will use words and phrases I have learned. • I will use conjunctions to show simple relationships. ic Awareness & Word W • I will decode one- syllable words. • I will know final –e patterns. • I will know final –e patterns. • I will know common vowel team conventions. • I will recognize irregularly spelled words. • I will read irregularly spelled words.	OBJECTIVEESSENTIAL VOCABULARYage/Vocabulary: Research Connections at best match their research connections genr gies and skills: Text Structure & Gathering Infe ons Criteria nes K-6• I will use words and phrases I have learned. • I will use conjunctions to show simple relationships.Phrases Conjunctions Simple relationshipsic Awareness & Word Work/Phonics • I will decode one- syllable words.Syllable• I will know final –e patterns. • I will know common vowel team conventions.Vowel team conventions• I will recognize irregularly spelled words.Recognize Irregularly• I will read irregularly spelled words.Recognize Irregularly• I will read irregularly spelled words.Recognize Irregularly• I will read irregularly spelled words.Recognize Irregularly• I will read irregularly spelled words.Recognize Irregularly	OBJECTIVE ESSENTIAL VOCABULARY RESOURCES age/Vocabulary: Research Connections at best match their research connections genre. gies and skills: Text Structure & Gathering Information from Illustrations ons Criteria nes K-6 GR AL http://www.ni.gov/education/ecc/k/lal.pd • I will use words and phrases I have learned. • I will use conjunctions to show simple relationships. Phrases Conjunctions Simple relationships GR AL http://www.ni.gov/education/ecc/k/lal.pd • I will use conjunctions to show simple relationships. Phrases Conjunctions Syllable relationships TRS: Chapter 6 TRS: p. 179 • I will know final -e patterns. • I will know common vowel team conventions. Vowel team conventions TRS: Chapter 6 TRS: Chapter 7 • I will know common vowel team conventions. Recognize Irregularly spelled words. TRS: Chapter 6 TRS: Chapter 7 • I will read irregularly spelled words. Recognize Irregularly spelled words. TRS: Chapter 7 • I will read irregularly spelled words. Recognize Irregularly spelled words. TRS: Chapter 7	OBJECTIVE ESSENTIAL VOCABULARY RESOURCES LESSON FOCUS age/Vocabulary: Research Connections at best match their research connections genre. jies and skills: Text Structure & Gathering Information from Illustrations ons Criteria nes K-6 Teacher selected matcher teationships • I will use words and phrases I have learned. • I will use conjunctions to show simple relationships. Phrases Conjunctions Simple relationships GR AL http://www.ni.gov/education/ecc/kla1.pd f Phonics • I will use conjunctions to show simple relationships. Syllable TRS: Chapter 6 TRS: p. 179 Words with short o, long o • I will know final -e patterns. • I will know common vowel team conventions. Vowel team conventions TRS: Chapter 6 TRS: Chapter 7 Words with short o, long o • I will know common vowel team conventions. Recognize Irregularly spelled words. TRS: Chapter 6 TRS: Chapter 7 TRS: Chapter 7 • I will recognize irregularly spelled words. Recognize Irregularly spelled words. TRS: Chapter 7 Spelling • Enson: Research Connections at best match their research connections genre. jes and skills: Text Structure & Gathering Information from Illustrations ons Criteria Grade 1. Spelling Words with short o,	OBJECTIVE ESSENTIAL VOCABULARY RESOURCES LESSON FOCUS MATERIALS, EXPLANATIONS & EXAMPLES age/Vocabulary: Research Connections al best match their research connections genre. jees and skills: Text Structure & Gathering Information from Illustrations ons Criteria and phrases thave learned. GR AL http://www.ni.gov/education/eco/Mat.pdf Teacher selected materials for Vocabulary during r study. • 1 will use words and phrases thave learned. Phrases Conjunctions simple relationships. GR AL http://www.ni.gov/education/eco/Mat.pdf Teacher selected materials for Vocabulary during r study. • 1 will use conjunctions to show simple relationships. Phrases Conjunctions siglable GR AL http://www.ni.gov/education/eco/Mat.pdf Words with short o, long o Teacher Selected Materials awareness & w • 1 will decode one- syllable words. Syllable conventions TRS: Chapter 6 TRS: Chapter 7 Words with short o, long o Teacher Selected Materials awareness & w • 1 will recognize irregularly spelled words. Recognize Irregularly spelled words. TRS: Chapter 6 TRS: Chapter 7 TRS: Chapter 7 • 1 will read irregularly spelled words. Recognize Irregularly spelled words. TRS: Chapter 7 Research Connections Teacher Selected Read-Moud • 1 will read irregularly spelled words. Spelling Words with short o, Spelling Words with short o, WTW (WW) - Sor

FSPS Elementary Literacy, 2015-2016

	FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content							
	Grammar	Grammar	Teacher Selected Materials for Grammar Study					
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	 I will use conjunctions when writing or speaking. 	conjunctions	It That a Fact? Interactive Writing Appendix C	Conjunctions				
	Writing			Correlate V	Research Connections Writing Piece/Product to Research Topic			

Reference FSPS Year at a Glance END OF 3RD QUARTER

The following standards are min group lessons, small group instr	ruction or literacy	work station		e.	oorate these standard	's in whole
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	Phonemic	J – L 21 Weekly Plan T6-	(OPTIONAL)		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	<u>Awareness</u> <u>J – L 21</u> Substitute Vowel Sounds	<u>T7</u> <u>Day 1</u> T12-T13 DL Substitute Vowel Sounds <u>Day 2</u> T24-T25 DL Substitute Vowel Sounds	Weekly Tests T74 21.2-21.4
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3e Decode two-syllable words following basic patterns by breaking words into syllables. CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will decode two- syllable words. I will recognize irregularly spelled words. I will read irregularly spelled 	Syllable Recognize Irregularly	http://www.fcrr.org/studentactivities/P_0 53a.pdf TRS: Chapter 6 TRS: Chapter 7	Segment Syllables <u>Fluency</u> Phrasing: Natural Pauses <u>Vocabulary</u> Oral Vocabulary	Substitute Vowel Sounds <u>Day 3</u> T46-T47 DL Substitute Vowel Sounds <u>Day 4</u> T56-T57 DL Segment Syllables <u>Day 5</u> T66-T67 DL Substitute Vowel Sounds <u>Read Aloud: Introduce</u> <u>Oral Vocabulary</u> "Grandpa's Tree"	
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, <u>including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson)</u>	 words. I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ece/k/lal.pd f	Oral Vocabulary: whispered clues detectives clever poked sneaky	T14-T15 CLLG: p. 81 Instructional Routine 16	
Phonem	ic Awareness & Word W	ork/Phonics		Phonics	Teacher Selected Materia	als for phonemic
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	Words with short a, long a –aCe, ai <u>J – L 21</u> <u>High Frequency</u>	awareness & wor	

	FORT SMITH SCI	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 29
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.	 I will know final –e patterns. I will know common vowel team conventions. 	Vowel team conventions	TRS: Chapter 6 TRS: Chapter 7	Words to Know Word Cards T16- T17: told, night, pretty, window, thought, better, turned, saw		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
	Comprehension		1	Comprehension	J – L 21 Main Selection	(OPTIONAL)
CC. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (This standard is the <i>Focus Wall</i> target skill for the week.)	 I will retell a story with key details. I will demonstrate understanding of the central message or lesson of a story. 	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <u>http://edsitement.neh.gov/view_lesson_plan.asp?id=240</u>	<u>J – L 21</u> Skill: Story Structure Strategy: Analyze/ Evaluate	"The Tree" <u>Day 1</u> T32-T42 SB: p. 14- 31 Genre: Fantasy CLLG: p. 80 <u>Day 2</u> Introduce Comprehension	Weekly Tests T75 21.5-21.7
CC. RL.1.3 Describe characters, <u>settings</u> , and major events in a story, using key details. (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will describe characters in a story. I will describe settings in a story. I will describe major events in a story using key details. 	Characters Settings Major events Key details	IRAK-1 р. 99-118 TRS р. 636-641	Genre: Fantasy/ Informational Text: Social Studies <u>Essential Question:</u> What do characters do when there is a	Comprehension T30-T31 Story Structure Projectable 21.2 (Story Structure) AL: characters, setting, plot Develop Comprehension T34-T43	
CC.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	• I will compare and contrast the adventures and experiences of characters in stories.	Characters Setting Events Illustrations Describe	http://teacher.scholastic.com/lessonrepr o/results/view.asp?SubjectID=1&Subhe adID=4&TopicID=15&GradeID=&Page URL=%2Flessonrepro%2Flessonplans %2Fect%2Ffamousbears.htm	problem?	Projectables 21.3a, 21.3b, 21.3c (Story Map) Your Turn T43 Day 3 Deepen Comprehension T52-T53 Story Structure Projectable 21.7 PB: Vol. 2 p. 77	
CC. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	I will use the illustrations and details in a text.	Describe Key ideas Details	RWM: p. 91-92 NRP http://www.readingrockets.org/article/57 65/		AL: characters, plot, setting, story map <u>Day 4</u> Vocabulary Strategies T62-T63 Prefix re-Projectable 21.10 (Prefix re-)	

	FORT SMITH SCI	HOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 29
CC.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. CC.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word. (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .)	 I will use common prefixes as a clue to the meaning of a word. I will use common suffixes as a clue to the meaning of a word. 	Prefixes Suffixes	TDC: p. 33-35, 46		Connect To"It Comes From Trees"T60-T61 Genre: Informational Text MC: T61 CLLG: p.81 Connect to Social Studies	
	Spelling		1	Spelling	WTW (WW) – S	Sort 13
Refer To Ongoing CC	Words with short a, long a- aCe, ai					
	Grammar			Grammar	for Grammar Study	
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1j Produce and expand complete simple and compound <u>declarative</u> , interrogative, <u>imperative</u> , and <u>exclamatory</u> sentences in response to prompts. (This standard is only taught in the "Spiral Review" section (Day 4) of <i>Journeys</i> .) (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will produce simple declarative sentences in response to prompts. I will produce simple interrogative sentences in response to prompts. I will produce simple imperative sentences in response to prompts. 	Declarative Interrogative Imperative Exclamatory Simple sentences	MI Is That a Fact? IW Appendix C http://www.readingrockets.org/article/2 7876/ http://www.readwritethink.org/classroo m-resources/lesson-plans/sentence- quest-using-parts-6.html?tab=1#tabs	Compound Sentences		
	Writing		-	Writing	J – L 26 Weekly Plan T6-	Optional Daily Writing
CC.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (Refer to FSPS Narrative Criteria E.)	 I will write an opinion piece to introduce the topic or name the book. I will state an opinion, I will supply a reason for the opinion. 	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79 /page80/page82/assets/Opinion%20Wr iting%20Unit%202nd%20grade%20Lin %20Bush.pdf http://2011elaworkshop.wikispaces.co m/Writing+Resources+to+Support+CC SS	<u>J – L 26</u> Write to Respond: Opinion Sentences Focus Trait: Voice	<u>T7</u> <u>Day 1</u> T23 Introduce the Model:rite to Respond Projectable 26.1 (Writing Model: Topic Sentences and Detail Sentences) <u>Day 2</u> T45 Introduce the Focus Trait: Voice Showing Strong Feelings Projectable 26.5	Daily Writing Prompts T6-T7 Draw and write about a place where you like to draw or paint.

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Quarter 4-3

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content					
• I will write a	PB: Vol. 2, p. 144				
conclusion to my	Day 3T55 Prewriting: Fact				
opinion piece.	and Opinion				
	Projectable26.9 (Planning				
	My Sentences)				
	PB: Vol. 2, p. 149				
	Day 4T65 Using Capital				
	Letters for Emphasis				
	Projectable 26.11				
	Day 5T72-T73 Revising and				
	Proofreading				
	Projectable 26.12				
	(Revising Jill's Draft)				

Reference FSPS Year at a Glance SPRING RECESS

	FORT SMITH SCI	HOOLS – Grade	1 Curriculum: Literacy & Ir	tegrated Content		WEEK 30
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu			Phonemic	<u>J – L 23</u> Weekly Plan	(OPTIONAL)
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words CC.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into patterns.	• I will decode two- syllable words by breaking words into patterns.	Syllable	http://www.fcrr.org/studentactivities/P_0 53a.pdf	<u>Awareness</u> <u>J – L 23</u> Substitute Vowel Sounds <u>Fluency</u> Stress	T198-T199 Day 1 T204-T225 Substitute Vowel Sounds Day 2 T216-T217 Substitute Vowel Sounds Day 3 T240-T241 Segment Syllables	Weekly Tests T268 23.7-23.10
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	Vocabulary Oral Vocabulary Oral Vocabulary:	Day 4 T250-T251 Substitute Vowel Sounds Day 5 T260-T261 Substitute Vowel Sounds Read Aloud: Introduce Oral Vocabulary "Around the World in a	
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, <u>including using frequently occurring conjunctions to signal simple relationships (e.g., because)</u> . (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ece/k/lal.pd f	behave sizzling translated accent gooey siesta	Day" T206-T207 CLLG: p. 85 Instructional Routine 16	
Phonem	Phonemic Awareness & Word Work/Phonics					1
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	Hig	Review Skills J – L 23 h Frequency Words to Know Word Cards T208-T209:	<u>.</u>

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	FORT SMITH SCI	HOOLS – Grade	e 1 Curriculum: Literacy & li	ntegrated Content		WEEK 30
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	house, along, together, boy, father, again, no		hing, began
	Comprehension			Comprehension	J – L 23 Main Selection	(OPTIONAL)
CC.RL.1.2 Retell stories, including key details,		Key details	STW : p. 17-18, p. 110-122, p.	J – L 23	"Whistle for Willie"	Weekly Tests
and demonstrate understanding of their central	 I will retell a story using key details to 	Demonstrate	31W . p. 17-16, p. 110-122, p. 177	Skill:	<u>Day 1</u> T224-T237; SB: p.	T269
message or lesson.	demonstrate	Retell	IRAK -1: p. 5	Cause and Effect	76-97 Genre: Realistic	23.2-23.6, 23.11-
	understanding of the	roton	CT: lesson 8-11		fiction CLLG: p.84	23.13
(This standard is the Focus Wall target strategy for the week.)	main idea or lesson		http://www.readwritethink.org/classroo	Strategy:	Day 2 Introduce	
	in the text.		m-resources/lesson-plans/book-sorting- using-observation-145.html	Monitor/Clarify	Comprehension	
			using-observation-145.11tm	_	T222-T223	
				Genre:	Cause and Effect	
CC.RL.1.3 Describe characters, settings, and	I will describe	Characters	IRAK-1: p. 99-118	Realistic Fiction/	Projectable 23.2 (Cause	
major events in a story, using key details.	characters in a story.	Setting	TRS: p. 636-641	Poetry	and Effect)	
	I will describe	Major events		Forential Ourstian.	AL: cause, effect	
(This standard is the Focus Wall target skill for the week.)	settings in a story.	Key details		Essential Question: What causes events	Develop Comprehension T226-T237	
(The rigor of this standard is not addressed in this Journeys	I will describe			in a story to		
lesson.)	major events in a			happen?	Projectables 23.3a, 23.3b,233c (T-Map)	
	story using key			happent	Your Turn T237	
	details.			-	Day 3 Deepen	
CC.RL.1.7 Use illustrations and details in a	I will describe	Characters	STW: p. 141-142		Comprehension T246-	
story to describe its <u>characters</u> , <u>setting</u> , or	characters, settings,	Settings Events	GR: p. 154 RWM		T247	
eVents. (The rigor of this standard is not addressed in this <i>Journeys</i>	or events using illustrations and	Illustrations	RWW		Cause and Effect	
lesson.)	details in a story.	IIIusiiaiioiis			Projectable 23.7	
	ucialis in a story.				PB : Vol. 2, p. 105	
CC.L.1.5 With guidance and support from adults,	I will sort words	Concept	https://www.teachingchannel.org/video		AL: cause, effect	
demonstrate understanding of figurative language, word relationships and nuances in word meanings.	into categories.	Category	s/improving-student-vocabulary http://www.readingrockets.org/strategie		<u>Day 4 </u> Vocabulary	
CC.L.1.5a Sort words into categories (e.g.,			s/semantic_gradients/		Strategies	
colors, clothing) to gain a sense of the			http://www.readingrockets.org/strategie		T256-T257	
concepts the categories represent.			s/concept_sort/		Classify and Categorize	
(This standard is only taught in the "Vocabulary Strategies"					Family Words	
section (Day 4) of Journeys.)					Projectable 23.10 (Classify	

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	FORT SMITH SCH	HOOLS – Grade	1 Curriculum: Literacy & In	ntegrated Content		WEEK 30
CC.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. CC.L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). (This standard is <u>only taught</u> in the "Connect To" section (Day 4) of <i>Journeys</i> .)	 I will define words. I will sort words in categories. 	Categories	https://www.teachingchannel.org/video s/improving-student-vocabulary http://www.readingrockets.org/strategie s/semantic_gradients/ BWL		and Categorize) <u>Connect To</u> "Pet Poems" T254-T255 Genre: Poetry MC: T255 CLLG: p. 85 Connect to Poetry	
	Spelling				Spelling Review Skills	
Refer To Ongoing CC	SS Grade 1 for CC.L.1.20	d when teaching s	pelling.			
	Grammar	· · ·	•	Grammar		
CC.L.1.2 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking. CC.L.1.2b Use end punctuation for sentences.	I will use end punctuation for sentences.	punctuation		Editing for end punctuation	Teacher Selected Materials f	or Grammar Study.
	Writing			<u>Writing</u>	<u>J – L 27</u> Weekly Plan	(OPTIIONAL)
CC.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (Refer to FSPS Narrative Criteria E.)	 I will write an opinion piece to introduce the topic or name the book. I will state an opinion, I will supply a reason for the opinion. I will write a conclusion to my opinion piece. 	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79 /page80/page82/assets/Opinion%20Wr iting%20Uni%202nd%20grade%20Lin %20Bush.pdf http://2011elaworkshop.wikispaces.co m/Writing+Resources+to+Support+CC <u>SS</u>	J – L 27 Write to Respond: Opinion Sentences Focus Trait: Sentence Fluency	T102-T103 Day 1 T119 Introduce the Model: Topic Sentence & Detail Sentences Projectable 27.1 Day 2 T141 Introduce the Focus Trait: Sentence Fluency Sentences With Because Projectable 27.5 PB: Vol. 2, p. 157 Day 3 T151 Prewriting Projectable 27.9 (Planning My Sentences) PB: Vol. 2, p. 163 Day 4 T161 Drafting: Kinds of Sentences Projectable 27.11 Day 5 T168-T169 Revising and Proofreading Projectable 27.12 (Revising Raul's Draft	Daily Writing Prompts T102-T103 Draw and write about an activity you like to do.

Reference FSPS Year at a Glance ITBS Testing Window: Week 31

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK 32 MATERIALS. **ESSENTIAL** COMMON CORF STATE STANDARDS **OBJECTIVE** RESOURCES **LESSON FOCUS EXPLANATIONS &** ASSESSMENTS VOCABULARY EXAMPLES J – L 24 Weekly Plan Phonemic (OPTIONAL) Daily Language/Vocabulary http://www.fcrr.org/studentactivities/ T296-T297 Awareness Weekly Tests Syllable CC.RF.1.3 Know and apply grade-level phonics and • I will decode two-P 053a.pdf <mark>J – L 24</mark> Day 1T302-T303 word analysis skills in decoding words TT364 syllable words by Substitute breaking words into 24.2-24.4 **CC.RF.1.3e** Decode two-syllable words Substitute Vowel Sounds following basic patterns by breaking the words patterns. Vowel Sounds into patterns. Day 2T314-t315 Segment Syllables TRS: Chapter 6 CC.RF.1.3 Know and apply grade-level phonics and • I will recognize Recoanize Dav 3T336-T337 word analysis skills in decoding words. TRS: Chapter 7 irregularly spelled Irregularly Fluency Substitute CC.RF.1.3g Recognize and read gradewords. Expression Vowel Sounds • I will read irregularly appropriate irregularly spelled words. Dav 4T346-T347 spelled words. Substitute CC.L.1.6 Use words and phrases acquired Phrases GR I will use words and ORAL Vowel Sounds phrases I have AL Conjunctions through conversations, reading and being read VOCABULARY: Day 5T356-T357 http://www.ni.gov/education/ learned. Simple to, and responding to texts, including using gentle Substitute ece/k/lal.pdf I will use frequently occurring conjunctions to signal relationships completely Vowel Sounds conjunctions to show simple relationships (e.g., because). settle Read Aloud: Introduce simple relationships. reflection Oral Vocabulary lonelv "Visiting Butterflies" (The rigor of this standard is not addressed in this Journeys lesson.) recognize T304 – T305 CLLG: p.87 Instructional Routine16 Phonics Teacher Selected Materials for phonemic Phonemic Awareness & Word Work/Phonics Short o, long o awareness & word work. TRS: Chapter 6 CC.RF.1.3 Know and apply grade-level phonics and • I will decode one-Syllable o. oCe. oa word analysis skills in decoding words. TRS: p. 179 syllable words. J – L 24 CC.RF.1.3b Decode regularly spelled one-High Frequency syllable words. Words to Know TRS: Chapter 6 CC.RF.1.3 Know and apply grade-level phonics and • I will recognize Recognize Word Cards T306word analysis skills in decoding words. irregularly spelled TRS: Chapter 7 Irregularly 307: ready, anything, CC.RF.1.3g Recognize and read gradewords. upon, kind, places, • I will read irregularly appropriate irregularly spelled words. also, flower, warm spelled words.

	FORT SMITH SCH	OOLS – Grade 1	Curriculum: Literacy & Ir	ntegrated Content		WEEK 32
	Comprehension			Comprehension	J – L 24 Read Aloud	(OPTIONAL)
CC. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. (This standard is the <i>Focus Wall</i> target skill for the week.)	 I will retell a story with key details. I will demonstrate understanding of the central message or lesson of a story. 	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 http://edsitement.neh.gov/view_less on_plan.asp?id=240	J – L 24 Skill: Sequence of Events Strategy: Question	Or Teacher Selected Read Aloud <u>Main Selection</u> "A Butterfly Grows" <u>Day 1</u> T322-T333 SB: p. 110-127	Weekly Tests T365 24.5-24.7
CC. RL.1.1 Ask and answer questions about key details in a text. (Refer to FSPS Ongoing CCSS Grade 1) (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	 I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key details text	STW p. 17-18, p. 110-122, p. 177 IRAK-1 p. 5 CT lesson 8-11 <u>http://www.readwritethink.org/classr</u> <u>oom-resources/lesson-plans/book-</u> <u>sorting-using-observation-145.html</u>	Genre: Narrative Nonfiction/ Science Essential Question:	Genre: Narrative Nonfiction CLLG: p. 86 Day 2Introduce Comprehension T320-T321 Sequence of Events	
CC.RI.1.2 Identify the main topic and retell key details of a text.	 I will identify the main topic of a text. I will retell key details of a text 	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <u>http://www.teachervision.fen.com/jo</u> <u>urnalism/graphic-</u> organizers/2276.html	Why do authors put events in a certain order?	Projectable 24.2 (Sequence of Events AL: event, sequence of events Develop Comprehension T324-T331	
CC.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• I will know and use text features to locate key facts and information in a text.	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 http://ethemes.missouri.edu/themes/ 487		Projectable 24.3a, 24.3b, 24.3c (Flow Chart) Your Turn T333 Day 3 Deepen Comprehension T342-	
CC.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• I will distinguish between information provided by pictures, illustrated, and words in a text.	Illustrations Text	http://www.ohio.edu/visualliteracy/J VL_ISSUE_ARCHIVES/JVL28(2)/28 2_Erekson.pdf f		T343 Sequence of Events Projectable 24.7 PB: Vol. 2, p. 119 AL: event, sequence of	
CC.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. CC.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .)	I will sort words into concept categories.	Concept Category	https://www.teachingchannel.org/vid eos/improving-student-vocabulary http://www.readingrockets.org/strate gies/semantic_gradients/ http://www.readingrockets.org/strate gies/concept_sort/		events <u>Day 4</u> Vocabulary Strategies T352-T353 Multiple- Meaning Words Projectable 24.9 (Multiple- Meaning Words) <u>Connect To</u> "Best Friends" T350-	

	FORT SMITH SCH	OOLS – Grade 1	Curriculum: Literacy & Ir	ntegrated Content		WEEK 32
CC.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. CC.L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). (This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i> .)	 I will define words. I will sort words in categories. 	Categories	https://www.teachingchannel.org/vid eos/improving-student-vocabulary http://www.readingrockets.org/strate gies/semantic_gradients/ BWL		T351 Genre: Poetry MC: T351 CLLG: p.87 Connect to Poetry	
	Spelling			Spelling	WTW (WW) –	Sort 1/
Refer To Ongoing Co	CSS Grade 1 for CC.L.1.2d	when teaching spe	lling.	Short o, long o o, oCe, oa		
	Grammar	Г. и		<u>Grammar</u>	<u>J – L 28</u> Weekly Plan	Teacher selected
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC. L.1.1f Use frequently occurring adjectives. CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1d Use <u>personal</u> , possessive, and <u>indefinite</u> pronouns (e.g., I, me, my; they. Them, their, anyone, everything).	 I will use adjectives in my writing. I will use personal pronouns. I will use possessive pronouns. I will use indefinite pronouns. 	Adjective Personal pronouns Possessive pronouns Indefinite pronouns	PPW p. 100-107	<u>J – L 28</u> Adjectives	T198-T-199 Day 1 T214 Introduce Adjectives Day 2 T234 Adjectives Projectable 28.4 PB: Vol.2, p.171 Day 3 T244 Adjectives Projectable 28.8 Day 4 T254 Spiral Review: Possessive Pronouns PB: Vol.2, p.179 Day 5 T260-T261 Weekly Review: Adjectives PB: Vol.2, p.180	Assessments
	Writing		F	Writing	<u>J – L 28</u> Weekly Plan	(OPTIONAL)
CC.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (Refer to FSPS Narrative Criteria E.)	 I will write an opinion piece to introduce the topic or name the book. I will state an opinion, I will supply a reason for the opinion. I will write a conclusion to my opinion piece. 	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page 79/page80/page82/assets/Opinion% 20Writing%20Unit%202nd%20grad e%20Lin%20Bush.pdf http://2011elaworkshop.wikispaces. com/Writing+Resources+to+Support +CCSS	<u>J – L 28</u> Write to Respond: Opinion Sentences Focus Trait: Word Choice	T198-T199 Day 1 T215 Introduce the Model: Opinion Sentences Projectable 28.1 (Writing Model) Day 2 T235 Introduce the Focus Trait: Word Choice Projectable 28.5 PB: Vol. 2, p.171 Day 3 T245 Main Idea	Daily Writing Prompts T6-T7

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content					
	Projectable 28.9 (Planning				
	My Sentences)				
	PB: Vol. 2, p. 176				
	Day 4 T255 Adjectives				
	Projectable 28.11				
	Day 5 T262-T263 Revising				
	and Proofreading				
	Projectable 28.12				
	(Revising Matt's Draft)				

MATERIALS, ESSENTIAL **OBJECTIVE** LESSON FOCUS COMMON CORE STATE STANDARDS RESOURCES **EXPLANATIONS &** ASSESSMENTS VOCABULARY EXAMPLES (OPTIONAL) Daily Language/Vocabulary Phonemic J – L 26 Weekly Plan T6-TRS: Chapter 6 Awareness T7 Weekly Tests Recognize CC.RF.1.3 Know and apply grade-level phonics and • I will recognize <mark>J – L 26</mark> word analysis skills in decoding words. Dav 1 T12-T13 T74 TRS: Chapter 7 irregularly spelled Irregularly Substitute Vowel Substitute Vowel Sounds 26.2-26.5 CC.RF.1.3g Recognize and read gradewords. Sounds Day 2 T24-T25 • I will read appropriate irregularly spelled words. Segment Syllables Substitute Vowel Sounds irregularly spelled Day 3 T46-T47 words. Fluency Identify Syllables Stress Day 4 T56-T57 Segment Syllables Vocabularv Day 5 T66-T67 CC.L.1.6 Use words and phrases acquired Phrases GR • L will use words Oral Vocabulary Segment Syllables through conversations, reading and being read and phrases I have Conjunctions AL Read Aloud: Introduce http://www.ni.gov/education/ece/k/lal.pd to, and responding to texts, including using Simple learned. **Oral Vocabulary: Oral Vocabulary** frequently occurring conjunctions to signal relationships • I will use softly "The Art Contest" simple relationships (e.g., because). conjunctions to show universe T14-T15 simple relationships. magical CLLG: p. 91 (The rigor of this standard is not addressed in this *Journeys* field lesson.) wondrous shrubbery Phonemic Awareness & Word Work/Phonics Phonics Words with short u. Teacher Selected Materials for phonemic CC.RF.1.3 Know and apply grade-level phonics and • I will decode one-TRS: Chapter 6 Syllable word analysis skills in decoding words. long u- uCe, oo, ui TRS: p. 179 syllable words awareness & word work. CC. RF.1.3b Decode regularly spelled onesyllable words. J – L 26 High Frequency Words to Know Word Cards T16http://www.fcrr.org/studentactivities/P 0 • I will decode two-Syllable CC.RF.1.3 Know and apply grade-level phonics and T17· 53a.pdf word analysis skills in decoding words syllable words by teacher, studied, breaking words into CC.RF.1.3e Decode two-syllable words following surprised, toward, patterns. basic patterns by breaking the words into bear, above, even, patterns.

	FORT SMITH SCI	IOOLS – Grade	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 33
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	pushed		
	Comprehension			Comprehension	<mark>J – L 26</mark> Main Selection	(OPTIONAL)
CC.RL.1.9 Compare and contrast the adventures and experiences of characters in stories. (This standard is the <i>Focus Wall</i> target skill for the week.)	• I will compare and contrast the adventures and experiences of characters in stories.	Illustrations Describe Characters Setting Events	http://teacher.scholastic.com/lessonrepr o/results/view.asp?SubjectID=1&Subhe adID=4&TopicID=15&GradeID=&Page URL=%2Flessonrepro%2Flessonplans %2Fect%2Ffamousbears.htm	J – L 26 Skill: Compare and Contrast Strategy: Monitor/Clarify	"The Dot" <u>Day 1</u> T32-T42; SB: p. 14- 33 Genre: Realistic fiction CLLG: p. 90 <u>Day 2</u> Introduce Comprehension	Weekly Tests T75 26.6-26.8
CC. RL.1.1 Ask and answer questions about key details in a text. (Refer to FSPS Ongoing CCSS Grade 1) (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	 I will ask questions about key details in a text. I will answer questions about key details in a text. 	Key details text	STW p. 17-18, p. 110-122, p. 177 IRAK-1 p. 5 CT lesson 8-11 <u>http://www.readwritethink.org/classroo</u> <u>m-resources/lesson-plans/book-sorting-</u> using-observation-145.html	Genre: Realistic Fiction/ Biography: Social Studies	T30-T31 Compare and Contrast Projectable 26.2 AL: compare, contrast Develop Comprehension T34-T41	
CC.RL.1.3 Describe characters, <u>settings</u> , and major events in a story, using key details. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will describe characters in a story. I will describe settings in a story. I will describe major events in a story using key 	Characters Setting Major events Key details	IRAK-1: p. 99-118 TRS: p. 636-641	Essential Question: How are ways to make art the same and different?	Projectables 26.3a, 26.3b, 26.3c (Venn Diagram) Your Turn T43 Day 3 Deepen Comprehension T52-T53 Projectable 26.7 PB: Vol. 2, p. 146 AL: compare, contrast	
CC.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	 details. I will describe characters, settings, or events using illustrations and details in a story. 	Illustrations Describe Characters Setting Events	STW: p. 141-142 GR: p. 154 RWM		Day 4 Vocabulary Strategies T62-T63 Figurative Language (Idioms) Projectable 26.9 (Figurative Language:	
CC.RI.1.7 Use the <u>illustrations</u> and details in a text to describe its key ideas. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	• I will use the illustrations and details in a text to describe its key ideas.	Details Describe Key ideas	RWM: p. 91-92 NRP http://www.readingrockets.org/article/57 65/		Idioms) <u>Connect To</u> "Artist Create Art" T60-T61 Genre: Biography: MC: T61 CLLG: p. 91 Connect to Social Studies	

		OOLS – Grad	e 1 Curriculum: Literacy & Ir	ntegrated Content		WEEK 33	
Refer To Ongoing CC	Spelling Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.					WTW (WW) – Sort 15	
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC. L.1.1f Use frequently occurring adjectives.	Grammar • I will use adjectives in my writing.	adjective	PPW p. 100-107	<u>Grammar</u> <u>J – L 30</u> Shades of Meaning with Adjectives	J – L 30 Weekly Plan T388-T389 Day 1 T404 Introduce Adjectives that Compare Day 2 T426 Adjectives that Compare Projectable 30.4 PB: Vol.2, p. 199 Day 3 T436 Adjectives that Compare Projectable 30.8 PB: Vol.2, p.204 Day 4 T446 Spiral Review: Contractions with Pronouns PB: Vol.2, p.206 Day 5 T452-T453 Weekly Review: Adjectives that Compare PB: Vol.2, p.207	Teacher selected Assessments	
CC.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (Refer to FSPS Narrative Criteria E.)	 Writing I will write an opinion piece to introduce the topic or name the book. I will state an opinion, I will supply a reason for the opinion. I will write a conclusion to my opinion piece. 	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79 /page80/page82/assets/Opinion%20Wr iting%20Unit%202nd%20grade%20Lin %20Bush.pdf http://2011elaworkshop.wikispaces.co m/Writing+Resources+to+Support+CC SS	<u>Writing</u> <u>J – L 29</u> Write to Respond: Opinion Paragraph Focus Trait: Ideas	J – L 29 Weekly Plan T292-T293 Day 1 T309 Opinion Paragraph Projectable 29.1 Day 2 T331 Introduce the Focus Trait: Ideas Projectable 29.5 PB: Vol. 2, p. 186 Day 3 T341 Opinion Paragraph: Topic Day 4 T351 Planning an Opinion Paragraph Projectable 29.10 PB: Vol. 2 p. 193 Day 5 T262-T263 Revising and Proofreading Projectable 28.12	(OPTIONAL) Daily Writing Prompts T292-T293 Draw and write where bugs live.	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	Daily Language/Vocabu	lary		Phonemic	J – L 28 Weekly Plan	(OPTIONAL)
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words CC.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into patterns.	I will decode two- syllable words by breaking words into patterns.	Syllable	<u>http://www.fcrr.org/studentactivities/P_0</u> <u>53a.pdf</u>	Awareness J – L 28 Segment Syllables Delete a Phoneme Fluency	<u>T198-T199</u> <u>Day 1</u> T204-T225 Segment Syllables <u>Day 2</u> T216-T217 Delete a Phoneme <u>Day 3</u> T236-T237 Segment Syllables Day 4 T246-T247	Weekly Tests T264 28.7-28.10
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	Expression <u>Vocabulary</u> Oral Vocabulary ORAL VOCABULARY &	Delete a Phoneme Day 5 T256-T257 Segment Syllables Read Aloud: Introduce Oral Vocabulary "A Hopeful Song"	
CC.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, <u>including using</u> <u>frequently occurring conjunctions to signal</u> <u>simple relationships (e.g., <i>because</i>).</u> (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	 I will use words and phrases I have learned. I will use conjunctions to show simple relationships. 	Phrases Conjunctions Simple relationships	GR AL http://www.nj.gov/education/ece/k/lal.pd <u>f</u>	STRATEGIES Oral Vocabulary: audience stomped chorus determined assures enthusiasm	T206-T207 CLLG: p. 95 Instructional Routine 16	
	ic Awareness & Word W			Phonics	Teacher Selected Materia	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	Words with Words with short e, long e, e, ee, ea	awareness & wo	rd work.
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly spelled words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			

key details in a text. about key details in a (xt. itext	FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content						WEEK 34
key details in a text. about key details in a (d.t. iext iext <td></td> <td>Comprehension</td> <td></td> <td></td> <td></td> <td></td> <td></td>		Comprehension					
key details in a text. about key details in a (xt. itext	CC. RL.1.1 Ask and answer questions about	I will ask questions	Key details	STW p. 17-18, p. 110-122, p.			
gener to 1989 congoing coss cards 1) I will answer questions about key details in a text. I will describe constrained in the <i>Facus Waltaget stategy for the week</i>). I will describe characters in a story. I will describe contracters in a story. I will describe contracters in a story. I will describe characters in a story. I will describe characters in a story. I will describe contracters in a story. I will describe characters in a story using key details. I will describe characters in a story using key details. I will describe characters in a story using key details. I will describe characters in a story using key details. I will reter to state of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in the standard is not addressed in this Joury core of the standard is not addressed in this Joury core of the standard is not addressed in the story. I will use the interstand message of the story if the connect To* section (thw if d Journeys. I will use the interstandard is not y dowers with story (the story) lie dowers with story (the sto	key details in a text.	about key details in a	text			<u>Day 1</u> T224-232; SB: p. 78-	
This standard is the Focus Waltarget stategy for the work). questions about key details in a text. PhaseAmwreadmellinkingscore the sourceducement phasebook surfaces using descrution.145.html Strategy: Infer/Predict CLLC: p. 94 Describe that access surfaces and phasebook surface projectable 28.2 (Story Strutture) CC. R.1.1.2. Retell stories, including key details I valid describe characters in a story. I valid describe settings in a story. I valid describe setting in excern the standard is not addressed in the Journey details. I valid describe setting in describe setting in describe setting in describe setting in a story. I valid describe setting in describe setting in a story. I valid describe setting in describe interstating in the standard is not addressed in the Journey setting in a story. I valid describe its key ideas. I valid describe its key ideas. I valid describe its key ideas. I valid describe its key ideas. I valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid valid		text.				93	
This standard is the Focus Walfaged stategy for the veek. Box 2 Inforduce details in a text. C.R.L.13 Describe characters, settings, and major events in a story, using key details. • I will describe characters in a story. • I will describe settings in a story. • I will describe will cestribe settings in a story. • I will describe settings in a story. • I will describe setting in a story. • I will describe understanding of the central message or lesson of a story. • I will cesting in understanding of the central message or lesson of a story. • I will cest he understanding of the central message or lesson of a story. • I will use the liustrations and details in a text to describe its key ideas. • I will use the liustrations and details is a text to describe its key. • I will use the liustrations and details in a text to describe its key. • I will use the liustrations and details in a text to describe its key. • I will use the liustrations and details in a text to describe its key. • I will use the liustrations and details in a	(Refer to FSPS Ongoing CCSS Grade 1)	 I will answer 			Characters		
CC.RL.1.3 Describe characters, settings, and major events in a story. I will describe characters, settings, and going key defails. I will describe characters in a story. I will refer and the standard is not addressed in this Journey. I will refer and the standard is ont addressed in this Journey. I will describe characters in a story. I will refer and the standard is ont addressed in the Journey. I will refer and the standard is ont addressed in the Journey. I will use the illustrations and details in a story. I will use the illustrations and details in a story. I will use the illustrations and details in a story. I will use the illustrations and details in a story. I will use the illustrations and details in a story. I will use the illustrations and details in the serible. I will use the illustrations and d		questions about key		http://www.readwritethink.org/classroo			
CC. RL.1.3. Describe characters, settings, and major events in a story, using key details. I will describe characters in a story. I RR.1 p. 99-118 Settings in a story. IRR.1 p. 99-118 Settings Major events Major events Settings in a story. IRR.1 p. 99-118 Settings Major events Major events Settings in a story. IRR.1 p. 99-118 Settings Major events Key details IIRR p. 636-641 IIRR p. 636-641 IIRR p. 636-641 The face of this standard is not addressed in this Journeys Medealis and demonstrate understanding of ther central message or lesson I will describe major events in the velocital understanding message lesson of a story. I will be the message lesson of a story. I will demonstrate understanding message lesson of a story. I will be the Mitodivision mer of message lesson of a story. I will be the Mitodivision mer of message lesson of a story. RWM: p. 91-92 Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Message Messag	(This standard is the Focus Wall target strategy for the week.)	details in a text.					
CC. R.1.1.3 Describe characters, settings, and or vents in a story, using key details. - I will describe characters in a story, - I will describe settings in a story, - I will describe settings in a story, - I will describe settings in a story, events in a story with key details. RAK-1.p. 99-118 TRS p. 636-641 Genre: - Story Structure Projectable 28.2 (Story Structure Projectable 28.2 (Story Structure Projectable 28.2 (Story Structure) - Friatasyl Informational Text. Science wents, politicable 28.3 (Story Using Key details with store wents). I will describe wents in a story, with key details. I will describe wents in a story, with key details. Story Structure Projectable 28.2 (Story Structure) - Friatasyl Informational Text. Science wents, politicable 28.3 (Story Wents), politicable 28.3 (Story Wents), wents, politicable 28.3 (Story Wents), politicable 28.4 (Story Wents), politicable 28.4 (Story Wents), politicable 28.4 (Story Wents					Infer/Predict		
major events in a story, using key details. characters in a story. Settings: I will describe Settings: Major events. Key details TRS p. 636-641 Character, Projectable 28.2 (Story Science Projectable 28.2 (Story Projectable 28.2 (Story Science CC. RL.1.2 Retelliss in a daterssed in this Journeys • I will describe major events in a story using key details • I will retell a story details Key details STW p. 181-182, p. 198 CT lessons 16-17 Understanding of the central message or lesson. • I will retell a story with key details. • I will retell a story understanding of the central message or lesson STW p. 181-182, p. 198 CT lessons 16-17 Understanding. Central message lesson STW p. 181-182, p. 198 CT lessons 16-17 Understanding. Central message or lesson • I will retell a story with key details. • I will retell a story understanding of the central message or lesson • I will retell a story. • I will demonstrate understanding. Central message or lesson • I will see the central message or lesson • I will see the central message or lesson • I will see the describe Its key ideas. • I will	CC DI 12 Describe characters settings and	Luuill ala a ariba	Characters	IDAK 1 p 00 110	-		
(This standard is the Focus Walfaged skill for the work) (His describe sellings in a story i.will describe major events in a story using key details (Will describe details (Interstanding of their details (Interstanding of their (Interstanding of their) will key details (Interstanding of their (Interstanding of their) will key details (Interstanding of their (Interstanding (Interstanding (Interstanding							
This standard is the <i>Focus</i> Walt <u>langed stall</u> for the week.) settings in a story. • I will describe major events in a story using key details Key details Act: setting:, characters, events, plot Duestion: How details and demonstrate understanding of their central message or lesson. • I will retel a story with key details. • I will retel a story with key details. Store of the standard is <i>not datessed</i> in this <i>Journeys</i> Act: setting:, characters, events, plot CC. RL.1.2. Retell stories, including key details. • I will retell a story with key details. • I will retell a story with key details. STW p. 181-182, p. 198 CT lessons 16-17 Duelog Comprehension T226-1232 Projectables 28.3, 28.b, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28.5, 28	major events in a story, using key details.			1K3 p. 030-041			
Image: Control is standard is not addressed in this Journeys I will decribe major events in a story using key details I will decribe cribe major events in a story using key details Story using key details Develop Comprehension T226-T232 Develop Comprehension T266-T232 CC. RL.1.2 Retell stories, including key details. entral message or lesson. I will develatis. I will develatis. Story using key details. Story using key details. Story using key details. I will develatis. Story using key details. I will demonstrate understanding of the central message or lesson. Story using key details. I will demonstrate understanding of the central message or lesson of a story. Story using key details. Story using key detail	(This standard is the Focus Wall target skill for the week)						
International distributed bis nur addressed in this sources major events in a story using key details major events in a story using key details Key details STW p. 181-182, p. 198 CT. Resons 16-17 Essential Question: How does a problem make a story interesting? Develop Comprehension 1226-7323 2details, and demonstrate understanding of the central message or lesson. • I will retell a story with key details. • Key details • I will demonstrate understanding of the central message or lesson of a story. STW p. 181-182, p. 198 CT lessons 16-17 The Jeedisment net gowideau lesson an asyld-240 Projectable 28.3, 28.b, 28.3, (Story Map) CC.R.1.1.7 Use the illustrations and details in a lexit to describe its key ideas. I will use the illustrations and details in a lexit to describe its key ideas. Details Describe Rey ideas RWM: p. 91-92 Mit lewareadingrockets organities? Projectable 28.7 PB: Vol. 2, p. 174 AL: characters, plot, setting Day 4. Vocabulary StrategiesT252-T253 Homographs Projectable 28.9 (Homographs Projectable 28.9 (Homographs Projectab	(This standard is the rocus wan <u>target skin</u> for the week)		Key details		Science		
Story using key details Story numerical story Describe assort CC. RL.12 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • I will retell a story with key details. Key details Demonstrate understanding central message lesson STW p. 181-182, p. 198 CT lessons 16-17 STW p. 181-182, p. 198 CT lessons 16-17 Your Turn T233 Day 3 Deepen Comprehension T242- T243 CC. RL.1.7 Use the illustrations and details in a text to describe its key ideas. • I will use the illustrations and details in a text to describe its key ideas. • I will use the illustrations and details in a text to describe its key ideas. • Details Describe Key ideas RWM: p. 91-92 NRP NRP Dip//www.readingrockets.org/article/57 d/d • I will use the illustrations and details in a text to describe its key ideas. • Details Describe Rey ideas RWM: p. 91-92 NRP NRP Dip//www.readingrockets.org/article/57 d/d • I will we the illustrations and details in a text to describe its key ideas. • Details Describe Rey ideas • Details Describe Rey ideas • I will we the illustrations and details in a text to describe its key ideas. • Details Describe Rey ideas • Details Describe Rey ideas • Details Describe Rey ideas • Details Rey ideas • Details Rey ideas Details in a text to describe its key ideas. • Two ideas • Details Rey ideas • Details Rey ideas	(The rigor of this standard is not addressed in this Journeys						
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Words with short e, WTW (WW) Sort 16						Connect to Science	
		Spelling					
Refer To Ongoing CCSS Grade 1 for CCL 1 2d when teaching spelling						WTW (WW) Sort 1	6
	Refer To Ongoing CC	SS Grade 1 for CC.L.1.20	d when teaching s	pelling.	long e, e, ee, ea		

FSPS Elementary Literacy, 2015-2016

Quarter 4-16

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK 3						
CC.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. CC.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	Grammar I will use affixes as a clue to the meaning of a word	Affixes		<u>Grammar</u> Affixes	T eacher Selected Materials fo	or Grammar Study.
CC.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (Refer to FSPS Narrative Criteria E.)	 Writing I will write an opinion piece to introduce the topic or name the book. I will state an opinion, I will supply a reason for the opinion. I will write a conclusion to my opinion piece. 	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79 /page80/page82/assets/Opinion%20Wr iting%20Unit%202nd%20grade%20Lin %20Bush.pdf http://2011elaworkshop.wikispaces.co m/Writing+Resources+to+Support+CC <u>SS</u>	<u>Writing</u> <u>J – 30</u> Write to Respond: Opinion Paragraph Focus Trait: Organization	J – L 30 Weekly Plan <u>T388-T389</u> Day 1 T405 Drafting My Opinion Paragraph Projectable 29.10, 30.1 (Drafting My opinion Piece) Day 2 T427 Introduce the Focus Trait: Organization Projectable 30.5 PB: Vol. 2, p. 200 Day 3 T437 Using the Right Adjectives PB: Vol. 2, p. 204 Day 4 T447 Using Exclamations Day 5 T454-T455 Revising and Proofreading Projectable 30.10 (Revising Tara's Draft)	(OPTIONAL) Daily Writing Prompts T388-T389

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
	anguage/Vocabulary: Au					
Teachers may choose standards t		or Study.		Teacher selected	materials for Vocabulary during	g Author Study.
Refer to FSPS Vocabulary Instruct						
Phonem	ic Awareness & Word W			Phonics		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3b Decode regularly spelled one- syllable words.	• I will decode one- syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179	Words with short e, long e, short ea, long ea	Teacher Selected Materi awareness & wo	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. CC.RF.1.3g Recognize and read grade- appropriate irregularly spelled words.	 I will recognize irregularly spelled words. I will read irregularly words. 	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
C	Comprehension: Author S	Study				
Teacher may	choose standards that be	st match their Autho	r Study.	Teacher	Selected Materials for Author	Study.
Refer To Ongoing CC	Spelling SS Grade 1 for CC.L.1.2	Spelling Words with short e, WTW (WW) – Sort 17 long e, short ea, long ea				
	Grammar			Grammar		
CC.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. CC.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	I will identify root words	Root words	<i>TRS</i> : p. 491-493	Root Words & Inflectional Forms	Teacher Selected Materials t	for Grammar Study
	Writing				Writing	
CC.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (Refer to FSPS Narrative Criteria E.)	 I will write an opinion piece to introduce the topic or name the book. I will state an opinion, I will supply a reason for the opinion. I will write a conclusion to my opinion piece. 	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 http://www.missionliteracy.com/page79 /page80/page82/assets/Opinion%20Wr iting%20Unit%202nd%20grade%20Lin %20Bush.pdf http://2011elaworkshop.wikispaces.co m/Writing+Resources+to+Support+CC SS		Opinion	

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK 36-38 MATERIALS, **ESSENTIAL** COMMON CORE STATE STANDARDS OBJECTIVE RESOURCES LESSON FOCUS **EXPLANATIONS &** ASSESSMENTS VOCABULARY **EXAMPLES** Daily Language/Vocabulary: Research Connections Teacher may choose standards that best match their research connections genre. Teacher Selected Materials for Research Connections ٠ Suggested Comprehension Strategies and skills: Compare and Contrast Narrative and Informational texts & Question Refer to FSPS Research Connections Criteria . Refer to FSPS Vocabulary Guidelines K-6 • Phonics Phonemic Awareness & Word Work/Phonics Teacher Selected Materials for phonemic TRS: Chapter 6 Syllable Short i, long i- iCe, awareness & word work. CC.RF.1.3 Know and apply grade-level phonics and I will decode oneword analysis skills in decoding words. TRS: p. 179 syllable words. igh, y CC.RF.1.3b Decode regularly spelled onesyllable words. CC.RF.1.3 Know and apply grade-level phonics and TRS: Chapter 6 • I will recognize Recognize word analysis skills in decoding words. irregularly spelled Irregularly TRS: Chapter 7 CC.RF.1.3g Recognize and read gradewords. appropriate irregularly spelled words. I will read irregularly spelled words. **Comprehension: Research Connections** Teacher may choose standards that best match their research connections genre. Teacher Selected Materials for Research Connections • Suggested Comprehension Strategies and skills: Compare and Contrast Narrative and Informational texts & . Ouestion Refer to FSPS Research Connections Criteria . Phonics Spelling Short i, long i- iCe, WTW (WW) Sort 22 Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling. igh, y Grammar Grammar CC.L.1.1 Demonstrate command of the conventions of Declarative MI I will produce **Examine Compound** Teacher Selected Materials for Grammar Study. standard English grammar and usage when writing or Is That a Fact? simple declarative Interrogative Sentence speaking. IW sentences in Imperative CC.L.1.1 Produce and expand complete simple Appendix C response to prompts. Exclamatory http://www.readingrockets.org/article/2 and compound declarative, interrogative, • I will produce Simple 7876/ simple interrogative imperative, and exclamatory sentences in http://www.readwritethink.org/classroo sentences sentences in m-resources/lesson-plans/sentenceresponse to prompts. quest-using-parts-6.html?tab=1#tabs response to prompts.

	FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content WEEK				
si So	 I will produce imple imperative entences in esponse to prompts. 				
	Writing		Correlate V	Research Connections Vriting Piece/Product to Research Topic	

END OF 4TH QUARTER