

# FORT SMITH PUBLIC SCHOOLS 1st Grade Literacy: Year at a Glance 2015-2016

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		
W-1 Aug. 17-21	Rules and Routines/ Setting Up Classroom/Pre-Assessments/ <i>Journeys</i> Getting Started				
W-2 Aug. 24-28	Main Idea Summarize	J - L 1 “What is a Pal?” (Informational Text)	J - L 1 Nouns: Common & Proper	WTW (LN) - Sort 8 Refer to J - L 1 Words with Short a Consonants n, d, p, f Short a Words	J - L 1 Narrative Refer to FSPS Writing Criteria A,B
W-3 Aug. 31- Sept. 4	Understanding Characters Infer/Predict	J - L 2 “The Storm” (Realistic Fiction)	J - L 2 Nouns: Possessive	WTW (LN) - Sort 9 Refer to J - L 3 Words with Short o Consonants r, h, /z/s, b, g Short o Words	J - L 2 Narrative
W-4 Sept. 7-11	Retelling Key Events Determining Importance	Teacher Selected Read-Aloud (Narrative)	J - L 3 Action Verbs	WTW (LN) - Sort 10 Refer to J - L 4 Words with Short e Consonants l, x Short e Words	J - L 3 Narrative
W-5 Sept. 14-18	Story Structure Identify Speaker or Narrator	J - L 4 “Lucia’s Neighborhood” (Informational Text)	J - L 4 Adjectives	WTW (LN) - Sort 11 Refer to J - L 5 Words with Short u Consonant y, w, k, v, j Short u Words	J - L 4 Narrative
W-6 Sept. 21- 25	District Dyslexia & DRA Assessment Week				
W-7 Sept. 28 – Oct. 2	Author’s Purpose Visualize	Author Study	J - L 5 Adjectives	WTW (LN) - Sort 12 Refer to J - L 2 Words with Short i Consonant qu, z Short i Words	J - L 5 Narrative *story starters
W-8 Oct. 5–9  W-9 Oct. 12-16	Main Idea Identify Problem/Solution	Research Connections	J - L 6- J-L7 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, October 15, 2015					

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Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing
<b>SECOND QUARTER</b>					
<b>FSPS READING FOCUS: Informational ( Integrate Poetry)</b>			<b>FSPS WRITING FOCUS: Explanatory: Informational (Inform)</b>		
W-10 Oct. 19-23	Text/Graphic Features Key facts	Teacher Selected Read-Aloud (Integrate Poetry)	J - L 8 Declarative Sentence	WTW (LN) - Sort 14 Words with c, h, ch c, h, ch Words	J - L 11 Informative (Inform) <small>Refer to FSPS Writing</small>
W-11 Oct. 26-30	Sequence of Events Question	J - L 12 "How Leopard Got His Spots" (Folktales)	J - L 9 Singular & Plural Nouns	WTW (LN) - Sort 15 Words with h, sh, ch h, sh, ch Words	J - L 12 Informative (Inform)
W-12 Nov. 2-6	Author's Purpose Analyze/Evaluate	J - L 11 "Sea Animals" (Informational Text)	J - L 10, J-L20 Prepositions & Prepositional Phrases	WTW (LN) - Sort 16 Words with th, wh th, wh Words	J - L 13 Informative (Inform)
W-13 Nov. 9-13	Conclusions Infer/Predict	J - L 14 "The Big Race" (Fantasy) OR Teacher Selected Read-Aloud	J - L 11 Proper Nouns & Capitalize Names	WTW (LN) - Sort 17 sh, ch, th, wh Words sh, ch, th, wh Words	J - L 14 Informative (Inform)
W-14 Nov. 16-20	Compare & Contrast Monitor/Clarify	J - L 15 "Animals Groups" (Informational Text)	J - L 12 Proper Nouns & Capitalize Dates	WTW (LN) - Sort 18 Words with s, t, st s, t, st Words	J - L 15 Informative (Inform)
W-15 Nov. 23-27	Review Skills, Strategies 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	J - L 13 Subject-Verb Agreement	WTW (LN) - Sort 19 Words with sp, sk, sm Words with sp, sk, sm	Correlate Writing Piece/Product to Research Topic
W-18 Dec. 14-18	Author's Purpose Compare & Contrast	Author Study	J - L 14 Verb Present & Past Tense Root words	WTW (LN) - Sort 20 Words with sc, sn, sw Words with sc, sn, sw	Informative  *prompt
End of Second Quarter December 17, 2015					
Dec. 21-Jan. 1	Winter Recess				

# FORT SMITH PUBLIC SCHOOLS 1st Grade Literacy: Year at a Glance 2015-2016

Dates	Target Skill Target Strategy	Main Selection (Genre) OR Teacher Selected Read-Aloud	Grammar Skill	Phonics Spelling	Writing
<div> <div>THIRD QUARTER</div> <div> <div>FSPS READING FOCUS: Informational</div> <div>FSPS WRITING FOCUS: Explanatory: Informational (Instruct) &amp; Review Narrative</div> </div> </div>					
W-19 Jan. 4-8	Sequence of Events Question	Teacher Selected Read-Aloud (Informative)	J - L 15, J-L19 The Verb "be" Verb Future Tense Affixes	WTW (LN) - Sort 21 Words with p, l, pl p, l pl Words	<div>Informative (Instruct)</div> <div>Refer to FSPS Writing Criteria D</div>
W-20 Jan. 11-15	Main Topic Summarize	J - L 6 "Jack and the Wolf" (Fable) OR Teacher Selected Read-Aloud	Imperative Sentence	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	
W-22 Jan. 25-29	Connections in a Text Cause and Effect	Teacher Selected Read-Aloud (Informative)	J - L 18 Commas in Dates & Series	WTW (LN) - Sort 24 Words with bl, br, gr, gl bl, br, gr, gl Words	
W-23 Feb. 1-5	Text and Graphic Features Question	J - L 9 "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	J - L 16 "Let's Go to the Moon!" (Informational Text)	J - L 23 Possessive Pronouns/ Determiners	WTW (LN) - Sort 26 Words with K, Wh, Qu, and Tw K, Wh, Qu, and Tw Words	

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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)	J - L 24 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 A,B
W-26 Feb. 22-26	Point of View Monitor Comprehension	Author Study	J - L 26 Exclamatory Sentence	WTW (WW) - Sort 2 and/or Sort 8 Short i, Long i Words with Short i, Long i	
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 March 11, 2016					

# FORT SMITH PUBLIC SCHOOLS 1st Grade Literacy: Year at a Glance 2015-2016

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: Opinion		
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)	J - L 26 Opinion Refer to FSPS Writing Criteria E
Mar. 21-25	Spring Recess				
W-30 Mar. 28-Apr 1	Cause & Effect Visualize	J - L 23 "Whistle for Willie" (Fiction)	End Punctuation	Review Skills Review Skills	J - L 27 Opinion
W-31 Apr. 4-8	ITBS TESTING WINDOW WEEK				
W-32 Apr. 11-15	Sequence of Events Question	J - L 24 "A Butterfly Grows" (Narrative Nonfiction)	J - L 28 Adjectives	WTW (WW) - Sort 14 Short o, Long o Short o, Long o - o, oCe, oa	J - L 28 Opinion
W-33 Apr. 18-22	Compare & Contrast Monitor/Clarify	J - L 26 "The Dot" (Realistic Fiction)	J - L 30 Shades of Meaning with Adjectives	WTW (WW) - Sort 15 Short u, Long u Short u, Long u - u, uCe, oo, ui	J - L 29 Opinion
W-34 Apr. 25-29	Understanding Characters Infer/Predict	J - L 28 "The Kite" (Fantasy)	Affixes	WTW (WW) - Sort 16 Short e, Long e Short e, Long e - e, ee, ea	J - L 30 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 23-26	Compare/Contrast Narrative/Informational Question	Research Connections	Examine Compound Sentence	WTW (WW) - Sort 22 Short i, Long i Short i, Long i - i, iCe, igh, y	Correlate Writing Piece/Product to Research Topic
END OF FOURTH QUARTER May 25, 2016					

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Vocabulary</b> <b>J – L Getting Started</b> Setting Up rituals & Routines	<b>Read Aloud</b> <b>J – L Getting Started</b> *Teacher selected read-alouds	<b>(OPTIONAL)</b> Teacher Selected 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 Nibbles because she nibbles too much because she likes that.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b> <b>J – L Getting Started</b> Teach Rituals & Routines for Word Work  Identify letters Alphabet song Place names Name & match letters Alphabet sequence  <b>High-Frequency Words:</b> I, to, like, a, see, the, we, go, is, are	<b>Phonics</b> <b>J – L Getting Started</b> <b>Day 1</b> BTS Letters and Sounds: short a, consonant m High-Frequency Words I, to, like <b>PB:</b> Vol. 1, p. BTS1-2 <b>Day 2</b> Letter and Sounds: short a, consonant m,s High-Frequency Words a, see, the <b>PB:</b> Vol. 1, p. BTS3-4 <b>Day 3</b> Letter and Sounds: consonant t High-Frequency Words We, go <b>PB:</b> Vol. 1, p. BTS5-6 <b>Day 4</b> Letter and Sounds: Review a,m,s,t consonant c High-Frequency Words is, are <b>PB:</b> Vol. 1, p. BTS7-8 <b>Day 5</b> Letter and Sounds: Review a,m,s,t consonant c High-Frequency Words review all sight words <b>PB:</b> Vol. 1, p. BTS9-10	<b>(OPTIONAL)</b> Teacher Selected Assessments
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.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize irregularly	<a href="http://dww.ed.gov/Response-to-Intervention-Reading/Systematic-Skill-Instruction/see/index.cfm?T_ID=27&amp;P_ID=74&amp;c1=1913">http://dww.ed.gov/Response-to-Intervention-Reading/Systematic-Skill-Instruction/see/index.cfm?T_ID=27&amp;P_ID=74&amp;c1=1913</a>			
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.	<ul style="list-style-type: none"> <li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li> <li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li> <li>I will tell the final sound in a spoken single-syllable word.</li> </ul>	Initial Medial Final Single-Syllable	WJ WTW			
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.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS p. 179			
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.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize irregularly	TRS Chapter 7			

Assessment

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content

WEEK 1

Comprehension				Comprehension/ Fluency <b>J – L Getting Started</b>	Read Aloud <b>J – L Getting Started</b>	(OPTIONAL)
CC. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>I will ask and answer questions to understand words and phrases in text.</li> </ul>	Ask Questions Words Phrases text	<a href="http://www.lessonsense.com/info/word-identification.html">http://www.lessonsense.com/info/word-identification.html</a> <a href="http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx">http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx</a>	Setting Up rituals & Routines for Reading Workshop  <b>Skill:</b> Read to Self (on level texts) Choosing good fit books  <b>Strategy:</b> Retell a familiar text • Respond to questions about texts  <b>Genre:</b> all types	<b>Day 1</b> BTS4 “Jack’s Talent” Concepts of Print :m print represents speech Alphabet Routine: identify letters <b>Day 2</b> BTS8 “Jack’s Talent” Concepts of Print: letters, words, and sentences Alphabet Routine: alphabet <b>Day 3</b> BTS10 “Back to School” Concepts of Print: photo captions Alphabet Routine: place names <b>Day 4</b> BTS14 “Back to School” Concepts of Print: environmental print Alphabet Routine: name and match letters <b>Day 5</b> 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				Spelling		(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)	<ul style="list-style-type: none"> <li>I will use correct spelling for words with common spelling patterns.</li> </ul>	Irregular words	WJ WTW	Teach Rituals & Routines for Spelling <b>Spelling Words:</b> Review High-Frequency Words: I, to, like, a, see, the, we, go, is, are	Work on procedures for Sight Word Wall Work on procedures for spelling materials Work on procedures for using picture cards in work stations	Teacher Selected Assessments

Grammar				Grammar Set up Rituals & Routines for Grammar	Journeys Assessments and Materials
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)	<ul style="list-style-type: none"> <li>I will spell words by using the sounds I hear.</li> </ul>	Phonemic awareness	WJ WTW		
Writing				Writing Review Writing Process Set up rituals and routines	Journeys 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.	<ul style="list-style-type: none"> <li>I will label my drawing.</li> </ul>	Label	Is That a Fact? NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>		



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
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 1</b> Beginning sounds Blend phonemes	<b>Weekly Plan T6-7 J – L 1</b> <b>Day 1</b> T12-T13 DL Beginning Sounds Blend Phonemes <b>Day 2</b> T24-T25 DL Beginning Sounds Blend Phonemes <b>Day 3</b> T42-T44 DL Beginning Sounds Blend Phonemes <b>Day 4</b> T52-T54 DL Beginning Sounds Blend Phonemes <b>Day 5</b> T62-T65 DL Beginning Sounds Blend Phonemes <b>AL:</b> beginning sounds, phonemes <b>Read Aloud: Introduce Oral Vocabulary</b> “The Lion and the Mouse” T14 -T15 CLLG: p.41 PB: Vol. 1, p.1 SB: p. 10-11 Instructional Routine16	(OPTIONAL) <b>Weekly Tests</b> T170 1.2-1.5
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes) <b>CC. RF.1.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> <li>I will speak single-syllable words.</li> </ul>	Syllable	TRS p. 181-183			
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>CC.RF.1.2c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> <li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li> <li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li> <li>I will tell the final sound in a spoken single-syllable word.</li> </ul>	Initial Medial Final Single-Syllable	WJ WTW	<b>Fluency</b> Accuracy  <b>Vocabulary</b> Oral Vocabulary		
<b>CC.L.1.6</b> 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.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ec/e/k/lal.pdf">http://www.nj.gov/education/ec/e/k/lal.pdf</a>	<b>ORAL VOCABULARY:</b> excellent miss invitation ruin beautiful		
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b> <b>J – L 1</b> Words with Short a, Consonants n, d, p, t  <b>High Frequency Words to Know</b>	<b>Weekly Plan T6-7 J – L 1</b> <b>Day 1</b> T18-T21 T18 Words with short a, Consonants n, d Instructional Routine 2 PB: Vol. 1, p.2 <b>Fluency: “Dan and Nan”</b> T21 (Unit 1 Decodable Reader) Reading Fluently <b>Day 2</b> T26-T29	(OPTIONAL) <b>Weekly Tests</b> T70 1.10-1.12
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>CC.RF.1.2a</b> Distinguish long form short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize irregularly	<a href="http://dwww.ed.gov/Response-to-Intervention-Reading/Systematic-Skill-Instruction/see/index.cfm?T_ID=27&amp;P_ID=74&amp;c1=1913">http://dwww.ed.gov/Response-to-Intervention-Reading/Systematic-Skill-Instruction/see/index.cfm?T_ID=27&amp;P_ID=74&amp;c1=1913</a>			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC. RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS p. 179	<b>Word Cards 16-17:</b> play, be, and, help, with, you		

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 2**

<p>CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• I will recognize irregularly spelled words.</li> <li>• I will read irregularly spelled words.</li> </ul>	<p>Recognize irregularly</p>	<p>TRS Chapter 7</p>		<p>T26 Words with short a, Consonants n, d  Instructional Routine 2  <b>PB:</b> Vol. 1, p.3  <b>Fluency:</b> “Nat Cat”  T27  (Unit 1 Decodable Reader)  Reading Fluently  T28-T29 Words to Know  <b>Day 3</b> T44-T47  T44 Words with Consonants p, f  Instructional Routine 2  <b>PB:</b> Vol. 1, p. 7  Projectable 1.6  <b>Fluency:</b> “Nan and Dan”  T47  (Unit 1 Decodable Reader)  Reading Fluently  <b>Day 4</b> T54-T55  T54 Words with short a; n, d, p, f  <b>Fluency:</b> “Fan, Fan, Fan”  T55  (Unit 1 Decodable Reader)  Reading Fluently  <b>Day 5</b> T64  Independent Reading</p>	
<b>Comprehension</b>				<p align="center"><b>(OPTIONAL)</b>  <b>FSPS</b>  <b>Comprehension</b>  Skill: Main Idea</p> <p align="center"><b>Strategy:</b>  Summarize</p>	<p align="center"><b>(OPTIONAL)</b>  <b>Read Aloud J – L 1</b>  Or  Teacher Selected Read Aloud  <b>Main Selection</b>  “What is a Pal?”  Genre: Informational text  <b>Day 2</b> T30-T39  <b>Introduce</b>  <b>Comprehension</b>  Main Idea, Summarize</p>	<p align="center"><b>(OPTIONAL)</b>  <b>Weekly Tests</b>  T71  1.6-1.9</p>
<p><b>CC. RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.  <i>(This standard is the Focus Wall target skill for the week.) (This standard is the Focus Wall target strategy for the week.) (This standard is only taught in the “Connect To” section (Day 4) of Journeys.)</i></p>	<ul style="list-style-type: none"> <li>• I will retell a story with key details.</li> <li>• I will demonstrate understanding of the central message or lesson of a story.</li> </ul>	<p>Key details  Demonstrate understanding  Central message lesson</p>	<p>STW p. 181-182, p. 198  CT lessons 16-17  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a></p>			
<p><b>CC. RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>The entire standard is not addressed in this Journeys lesson.)</i></p>	<ul style="list-style-type: none"> <li>• I will describe the connection between two pieces of information in a text.</li> </ul>	<p>Events</p>	<p>RWM p. 60-67  TRS p. 618-619</p>			

FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content

WEEK 2

CC. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"><li>I will ask and answer questions to understand words and phrases in text.</li></ul>	Ask Questions Words Phrases text	<a href="http://www.lessonsense.com/info/word-identification.html">http://www.lessonsense.com/info/word-identification.html</a> <a href="http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx">http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx</a>		Strategy Projectable 1.2 (Main Idea) SB: p. 13-25 CLLG: p.40 <b>Develop Comprehension:</b> T34-T39 Projectables 1.3a, 1.3b AL: topic, main Idea, detail <b>Day 3</b> T48-T49 <b>Deepen Comprehension:</b> PB: Vol. 1, p.8 AL: topic, main idea, supporting detail <b>Day 4 Vocabulary Strategies</b> T58-T59 Classify & Categorize Action Words Projectable 1.10 (Classify & Categorize Action Words) <b>Connection To“ Friends Forever”</b> T56-T57 Genre: Poetry MC: T57 SB: p.26-28 CLLG: p.41 Connect to Poetry	
CC. RI.1.6 <u>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</u>  (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"><li>I will distinguish between information provided by pictures, illustrated, and words in a text.</li></ul>	Illustrations text	<a href="http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Erekson.pdf">http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Erekson.pdf</a>			
CC. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"><li>I will use the illustrations and details in a text to describe its key ideas.</li></ul>	Describe Key ideas Details	RWM p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>			
<b>Spelling</b>				Short a words	WTW (LN): Sort 8 <b>Refer to J – L 1</b>	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
<b>Grammar</b>				<b>Grammar</b> <b>J – L 1</b>  Nouns	<b>Weekly Plan T6-T7</b> <b>J – L 1</b> <b>Day 1</b> T22 Nouns <b>Day 2</b> T40 Nouns Projectable 1.4 <b>Day 3</b> T50 Nouns Projectable 1.8 <b>Day 4</b> T60 Spiral Review: Proper Nouns “What is a Pal” <b>Day 5</b> T66-T67 Weekly Review: Nouns SB: p. 31 PB: Vol. 1, 14	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 common, proper, and <u>possessive nouns</u>  (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"><li>I will use common nouns.</li><li>I will use proper nouns.</li><li>I will use possessive nouns.</li></ul>	Common Proper nouns Possessive	<a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>			

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 2**

<b>Writing</b>				<b>Writing</b> <b>J – L 1</b>	<b>Weekly Plan T6-7</b> <b>J – L 1</b>	<b>(OPTIONAL)</b> <b>Weekly Tests</b>
<p><b>CC.W.1.3</b> 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.</p> <p><small>(This standard was added to <i>Journeys</i> Lesson 1 in order to meet the <i>Focus Wall</i> target skill.)</small></p> <p><small>(Refer to FSPS Narrative Criteria A.)</small></p>	<ul style="list-style-type: none"> <li>• I will write a narrative to recount two or more events.</li> <li>• I will write details about what happened.</li> <li>• I will use temporal words.</li> <li>• I will write a conclusion to my narrative.</li> </ul>	<p>Sequenced Narrative Recount Details events</p>	<p>Is That a Fact? p 187-209 Small Moments</p>	<p>Narrative (Personal)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Focus:</b> Labels</p>	<p><b>Day 1</b> T23 Introduce the Model: Labels Projectable 1.1 (Writing Model)</p> <p><b>Day 2</b> T41 Introduce the Focus Trait: Ideas Projectable: 1.5 <b>PB:</b> pp. 5-6</p> <p><b>Day 3</b> T51 Prewriting Projectable 1.9 <b>PB:</b> p. 11</p> <p><b>Day 4</b> T61 Drafting Projectable 1,11 <b>PB:</b> pp.12-13</p> <p><b>Day 5</b> T68-69 Revising and Proofreading Projectable 1.12 <b>PB:</b> pp.32-33</p>	<p>Observation Checklist, Assessment p OC1 Writing Trait Scoring Rubric T69</p> <p><b>Weekly (OPTIONAL) Weekly Writing Prompt:</b> Draw and write about playing with your pals.</p>

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**WEEK 3**

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<u>Phonemic Awareness</u> <b>J – L 2</b> Beginning Sound Blend Phonemes	<u>Weekly Plan T98-T99</u> <b>J – L 2</b> <u>Day 1</u> T104-110 DL Beginning Sounds Blend Phonemes <u>Day 2</u> T116-118 DL Beginning Sounds Blend Phonemes <u>Day 3</u> T134-136 DL Beginning Sounds Blend Phonemes <u>Day 4</u> T144-1 46 DL Beginning Sounds Blend Phonemes <u>Day 5</u> T154-157 DL Beginning Sounds Blend Phonemes <u>Read Aloud</u> “Susie and the Bandits” T106-T107 CLLG: p.43 PB: Vol. 1, p.15 SB: pp. 34-35 Instructional Routine16	(OPTIONAL) <u>Weekly Tests</u> T162 2.2-2.5
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. <b>CC. RF.1.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	•I will speak single-syllable words.	Syllable	TRS p. 181-183			
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. <b>CC.RF.1.2c</b> 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	<u>Fluency</u> Accuracy  <u>Vocabulary</u> Oral Vocabulary  ORAL VOCABULARY: bandits chattered brave ears still steady		
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 <a href="http://www.nj.gov/education/ec/e/k/lal.pdf">http://www.nj.gov/education/ec/e/k/lal.pdf</a>			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<u>Phonics</u> <b>J – L 3</b> Words with short o Consonants r, h, /z/s, b, g Phonogram -it <u>High Frequency Words to Know</u> <b>Word Cards : T108-T109</b> he, look, have, for, too, what	<u>Weekly Plan T190-191</u> <b>J – L 3</b> <u>Day 1</u> T T202-T204 T202 Words with short o, Consonants r, h, /z/s, b, g Instructional Routine 6 PB: Vol. 1, p.30 Fluency: “Lil and Max” T205 (Unit 1 Decodable Reader) Reading Fluently <u>Day 2</u> T208-T209 T210 Words with short o, Consonants l, x	(OPTIONAL) <u>Weekly Tests</u> T162 2.9-2.11
CC.RF.1.3Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC. RF.1.3b</b> Decode regularly spelled one-syllable words.	• I will decode one-syllable words.	Syllable	TRS p. 179			
CC.RF.1.3Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> 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			

					Instructional Routine 2 PB: Vol. 1, p.31 Fluency: “Did Dix Dog Do It” 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 Day 5 T248 Independent Reading AL: inflection		
Comprehension					Comprehension J – L 2 Skill: Understanding Characters  Strategy: Infer/Predict  Genre: Realistic Fiction/Science Essential Question: What clues tell you how a character feels?	Read AloudJ – L 2 Main Selection “The Storm” Genre: Realistic Fiction Day2 T122-T123 Introduce: Understanding Characters; Infer/Predict Strategy Projectable 2.2 (Understanding Characters) SB: p. 38-49 CLLG: p.43 Develop Comprehension: T126-131 Understanding Characters Projectables 2.3a, 2.3b AL: Infer/Predict, Day 3 T140-T141	Weekly Tests T163 2.6-2.8
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 Focus Wall target strategy for the week.)	<ul style="list-style-type: none"><li>• I will ask questions about key details in a text.</li><li>• I will answer questions about key details in a text.</li></ul>	Key details text	STW p. 17-18, p. 110-122, p. 177 IRAK-1 p. 5 CT lesson 8-11 <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html">http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html</a>				
CC. RL.1.3 Describe characters, settings, and major events in a story, using key details.  (This standard is the Focus Wall target skill for the week.) (The rigor of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"><li>• I will describe characters in a story.</li><li>• I will describe settings in a story.</li><li>• I will describe major events in a story using details.</li></ul>	Characters Settings Major events Key details	IRAK-1 p. 99-118 TRS p. 636-641				

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 3**

CC. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  (The entire standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"><li>• I will retell a story with key details.</li><li>• I will demonstrate understanding of the central message or lesson of a story.</li></ul>	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>		Deepen Comprehension: PB: Vol. 1, p. 22 AL: Realistic Fiction/Science, Day 4 Vocabulary Strategies T150-T151 Context Clues Projectable 2.10 (Context Clues) Connection To “Storms!” T148-149; Genre: Information Text MC: T149 SB: pp. 50-53 CLLG: p.43 Connect to Science	
CC. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  (The rigor of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"><li>• I will identify words in stories that suggest feelings or appeal to the senses.</li><li>• I will identify phrases in stories that suggest feelings or appeal to the senses.</li><li>• I will identify words in poems that suggest feelings or appeal to the senses.</li><li>• I will identify phrases in poems that suggest feelings or appeal to the senses.</li></ul>	Identify Phrase Suggest Appeal Words Senses poem	Poetry: PTP p. 47-54			
CC. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"><li>• I will describe characters, settings, or events using illustrations and details in a story.</li></ul>	Characters Settings Events Illustrations describe	STW p. 141-142 GR p. 154 RWM			
Spelling				Short o words	WTW (LN): Sort 9 Refer to J – L 3	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
Grammar				Grammar J – L 2 Nouns	Weekly Plan T98-99 J – L 2 Day 1 T114 Nouns Day 2 T132 Nouns Projectable 2.4 Day 3 T142 Projectable 2.8 Day 4 T152 Spiral Review:	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 common, proper, and possessive nouns.  (The rigor of this standard is not addressed in this Journeys lesson.)	<ul style="list-style-type: none"><li>• I will use common nouns.</li><li>• I will use proper nouns.</li><li>• I will use possessive nouns.</li></ul>	Common nouns Proper nouns Possessive nouns	<a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>			

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**WEEK 3**

<p>CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.1.1h Use determiners (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p>	<ul style="list-style-type: none"> <li>I will use determiners.</li> </ul>	<p>Determiners</p>			<p>Complete Sentences  <b>"The Storm"</b>  <b>Day 5</b> T158 –T159                      Weekly Review: Nouns                      AL: nouns</p>	
<b>Writing</b>						
<p>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.</p> <p>(Refer to FSPS Narrative Criteria A.)</p>	<ul style="list-style-type: none"> <li>I will write a narrative to recount two or more events.</li> <li>I will write a conclusion to my narrative.</li> <li>I will write a conclusion to my narrative.</li> </ul>	<p>Sequenced Narrative                      Recount                      Details                      Events</p>	<p>Is That a Fact? p 187-209                      Small Moments</p>	<p><u>Writing</u>  <b>J – L 2</b>                      Narrative                      (Personal)</p> <p><u>Focus Trait</u>                      Ideas</p> <p><u>Focus</u>                      Captions</p>	<p><u>Weekly Plan T98-99</u>  <b>J – L 2</b>  <b>Day 1</b> T115 Introduce the Model: Captions Projectable 2.1 (Writing Model)  <b>Day 2</b> T133 Introduce the Focus Trait: Ideas                      Projectable 2.5                      PB: pp.19-20  <b>Day 3</b> T143 Prewriting Projectable 2.9                      PB: p. 25  <b>Day 4</b> T153 Drafting Projectable 2.11                      PB: pp. 26-27  <b>Day 5</b> T160-161Revising and Proofreading Projectable 2.12                      SB: pp. 56-57                      AL: captions</p>	<p>Writing Trait                      Scoring Rubric                      T161</p> <p><u>Weekly</u>  <b>(OPTIONAL)</b>  <u>Weekly Writing Prompt:</u>                      Draw and write about a storm you saw.</p>



COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 3</b> Beginning sounds Blend Phonemes	<b>Weekly Plan T190-191</b> <b>J – L 3</b> <b>Day 1</b> T196-202 DL Beginning Sounds Blend Phonemes <b>Day 2</b> T208-210 DL Beginning Sounds Blend Phonemes <b>Day 3</b> T226-228 DL Beginning Sounds Blend Phonemes <b>Day 4</b> T236-238 DL Beginning Sounds Blend Phonemes <b>Day 5</b> T46-249 DL Beginning Sounds Blend Phonemes <b>AL:</b> beginning sounds, phonemes	<b>OPTIONAL)</b> <b>Weekly Tests</b> T254 3.2-3.5
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. <b>CC. RF.1.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> <li>I will speak single-syllable words.</li> </ul>	Syllable	TRS p. 181-183	<b>Fluency</b> Phrasing: Punctuation  <b>Vocabulary</b> Oral Vocabulary		
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. <b>CC.RF.1.2c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	<ul style="list-style-type: none"> <li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li> <li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li> <li>I will tell the final sound in a spoken single-syllable word</li> </ul>	initial medial final single-syllable	TRS: Chapter 5 <b>WJ</b> <b>WTW</b> <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
<b>CC.L.1.6</b> 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 Nibbles 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.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	<b>GR</b> <b>AL</b> <a href="http://www.nj.gov/education/ce/k/lal.pdf">http://www.nj.gov/education/ce/k/lal.pdf</a>			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b> <b>J – L 4</b> Words with short e Consonants l, x Inflection –s	<b>Weekly Plan T282-283</b> <b>J – L 4</b> <b>Day 1</b> T294-T295 T294 Words with short e,	<b>(OPTIONAL)</b> <b>Weekly Tests</b> T348 4.9-4.11
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC. RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	syllable	TRS p. 179			

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**WEEK 4**

<p>CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  <b>CC.RF.1.3f</b> Read words with inflectional endings.</p>	<ul style="list-style-type: none"> <li>• I will read words with inflectional endings (plural s, third person singular verb s,-ed, -ing). Ex: She gets what she wants.</li> <li>• I will read words with inflectional endings ('s, -en, - er, -est). Ex: The frog's spots were brown.</li> </ul>	<p>Inflectional endings</p>	<p>WJ WTW</p>	<p><b><u>High Frequency Words to Know</u></b></p> <p><b>Word Cards T200-201:</b> sing, do, they, find, funny, no</p>	<p>Consonants y, w Instructional Routine 2 <b>PB:</b> Vol. 1, p.44 <b>Fluency: "Pals"</b> T297 (Unit 1 Decodable Reader) Reading Fluently <b>Day 2</b> T302-T303 T302 Words with short e, Consonants y, w Instructional Routine 2 <b>PB:</b> Vol. 1, p.45 <b>Fluency: "Ned"</b> T303 (Unit 1 Decodable Reader) Reading Fluently T304-T305 Words to Know <b>Day 3</b> T322-T325 T322 Words with Short e, Consonants k, v, j Instructional Routine 2 <b>PB:</b> Vol. 1, p. 49 Projectable 4.6 <b>Fluency: "Ken and Vic"</b> T326 (Unit 1 Decodable Reader) Reading Fluently <b>Day 4</b> T332-T333 T332 Words with short e; and o; y, w, k, v, j <b>Fluency: "My Pets"</b> T333 (Unit 1 Decodable Reader) Reading Fluently <b>Day 5</b> T342 Independent Reading <b>AL:</b> phonogram</p>	
<p>CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.  <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• I will recognize irregularly spelled words.</li> <li>• I will read irregularly spelled words.</li> </ul>	<p>Recognize irregularly</p>	<p>TRS Chapter 7</p>			

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**WEEK 4**

Comprehension				FSPS Comprehension Focus	Read Aloud	
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.)	<ul style="list-style-type: none"><li>• I will retell a story with key details.</li><li>• I will demonstrate understanding of the central message or lesson of a story.</li></ul>	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>	Skill: Retelling Key Details  Strategy: Determining Importance	Teacher Selected Read-Aloud (Narrative)	
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.)	<ul style="list-style-type: none"><li>• I will describe characters in a story.</li><li>• I will describe settings in a story.</li><li>• I will describe major events in a story using key details.</li></ul>	Characters Settings Major events Key details	IRAK-1 p. 99-118 TRS p. 636-641			
Spelling				Words with short e	WTW (LN): Sort 10 <b>Refer to J – L 4</b>	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
Grammar						
CC.L.1.1 Demonstrate command of the conventions of standard English, grammar and usage when writing or speaking.	<ul style="list-style-type: none"><li>• I will use action verbs.</li></ul>	Verbs	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html">http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html</a> <a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>	Grammar <b>J – L 3</b> Action Verbs	Weekly Plan T190-191 <b>J – L 3</b> <b>Day 1</b> T206 Introduce Action Verbs <b>Day 2</b> T224 Action Verbs Projectable 3.4 <b>Day 3</b> T234 Action Verbs Projectable 3.8 <b>Day 4</b> T244 Spiral Review: Statements “Curious George at School” <b>Day 5</b> T250-T251 Weekly Review: Action Verbs SB. p. 42 AL: action verbs	Teacher Selected 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.	<ul style="list-style-type: none"><li>• I will distinguish shades of meaning among verbs.</li><li>• I will distinguish shades of meaning among adjectives.</li></ul>	Verbs Adjectives				

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**WEEK 4**

<b>Writing</b>				<b>Writing J – L 3</b>	<b>Weekly Plan T190-191 J – L 3</b>	<b>Writing Trait Scoring Rubric T253</b>
<p><b>CC.W.1.3</b> 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.</p> <p>(Refer to FSPS Narrative Criteria A.)</p>	<ul style="list-style-type: none"> <li>• I will write a narrative to recount two or more events.</li> <li>• I will write a conclusion to my narrative.</li> <li>• I will write a conclusion to my narrative.</li> </ul>	<p>Sequenced Narrative Recount Details Events</p>	<p>Is That a Fact? p 187-209 Small Moments</p>	<p><b>Narrative (Personal)</b></p> <p><b>Focus Trait</b> Word Choices</p> <p><b>Focus</b> Word choices in sentences</p>	<p><b>Day 1</b> T207 Introduce the Model: Sentences Projectable 3.1 (Writing Model) <b>Day 2</b> T225 Introduce the Focus Trait: Word Choices T225 Projectable 3.5 <b>PB:</b> pp.33-34 <b>Day 3</b> T235 Prewriting Projectable 3.9 <b>PB:</b> p. 39 <b>Day 4</b> T245 Drafting Projectable 3.11 <b>PB:</b> pp. 40-41 <b>Day 5</b> T252-T253 Revising and Proofreading Projectable 3.12 <b>SB:</b> pp. 80-81</p>	<p><b>Weekly (OPTIONAL) Weekly Writing Prompt:</b> Draw and write about things you do at school.</p>

## READING WORKSHOP: WHOLE GROUP LESSONS

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 4</b> Beginning sounds Blend phonemes	<b>Weekly Plan T282-283</b> <b>J – L 4</b> <b>Day 1</b> T288-294 DL Beginning Sounds Blend Phonemes <b>Day 2</b> T300-302 DL Beginning Sounds Blend Phonemes <b>Day 3</b> T 320-322 DL Beginning Sounds Blend Phonemes <b>Day 4</b> T 330-332 DL Beginning Sounds Blend Phonemes <b>Day 5</b> T340-343 DL Beginning Sounds Blend Phonemes AL: phonogram <b>Read Aloud: Introduce Oral Vocabulary</b> “Painting Word Pictures” T290-T291 CLLG: p.47 PB: Vol. 1, p. 43 SB: pp. 82-83 Instructional Routine 16	<b>(OPTIONAL)</b> <b>Weekly Tests</b> T348 4.2-4.4
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. <b>CC. RF.1.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> <li>I will speak single-syllable words.</li> </ul>	syllable	TRS p. 181-183	<b>Fluency</b> Intonation  <b>Vocabulary</b> Oral Vocabulary  <b>ORAL VOCABULARY:</b> canvas important rhythm combination row ease		
CC.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds. <b>CC.RF.1.2c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> <li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li> <li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li> <li>I will tell the final sound in a spoken single-syllable word.</li> </ul>	Initial Medial final sounds Single-syllable	WJ WTW			
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 Nibbles because she nibbles too much because she likes that). (The <b>rigor</b> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ec/e/k/lal.pdf">http://www.nj.gov/education/ec/e/k/lal.pdf</a>			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b> <b>J – L 5</b> Words with short u; Consonants y, w, k, v, j Phonogram –et	<b>Weekly Plan T376-377</b> <b>J – L 5</b> <b>Day 1</b> T388-T390 T388 Words with short u, Consonants qu, z Instructional Routine 2 PB: Vol. 1, p.57 <b>Fluency: “Fun in the Sun”</b> T391 (Unit 1 Decodable Reader)	<b>(OPTIONAL)</b> <b>Weekly Tests</b> T442 5.8-5.10
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC. RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	syllable	TRS p. 179			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly words.</li> </ul>	Recognize Irregularly	TRS Chapter 7			

				<p><u>High Frequency Words to Know</u></p> <p>Word Cards T292-293: my, here, who, all, does, me</p>	<p>Reading Fluently <u>Day 2</u> 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 <u>Day 3</u> 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 <u>Day 4</u> T426-427 T54 Words with short a; n, d, p, f Fluency: “Fan, Fan, Fan” T55 (Unit 1 Decodable Reader) Reading Fluently <u>Day 5</u> T436 Independent Reading AL: consonant</p>		
Comprehension					<p><u>FSPS Comprehension Focus</u></p> <p>Skill: Story Structure Strategy: Identify speaker or Narrator</p>	<p><u>(OPTIONAL) Read Aloud J – L 4</u> Or Teacher Selected Read Aloud Main Selection “Lucia’s Neighborhood”</p>	<p><u>(OPTIONAL) Weekly Tests</u> T349 4.5--4.8</p>
<p>CC. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</p> <p>(This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"><li>• I will retell a story with key details.</li><li>• I will demonstrate understanding of the central message or lesson of a story.</li></ul>	<p>Key details demonstrate Understanding Central – message lesson</p>	<p>STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a></p>				

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 5**

<p><b>CC.RL.1.6</b> Identify who is telling the story at various points in a text. (This standard is the <i>Focus Wall target strategy</i> for the week.)</p> <p>(This standard is <i>only taught</i> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"><li>• I will identify who is telling the story.</li></ul>	Identify text		<p>Genre: Informational Text</p> <p><b>Day 2</b> T308-T317</p> <p>Introduce: Text and graphic features; Question Strategy Projectable 4.2 (Text and Graphic feature)</p> <p><b>SB:</b> pp. 86-99</p> <p>CLLG: p.46</p> <p><b>Develop Comprehension</b></p> <p>T310-T317</p> <p>Projectables 4.3a, 4.3b, 4,3c,</p> <p><b>AL:</b> Text and graphic features</p> <p><b>Day 3:</b> T326-327</p> <p><b>Comprehension:</b></p> <p><b>PB:</b> Vol. 1, p.50</p> <p>Projectables 4.7</p> <p><b>AL:</b> author, caption, graphic features, text features, title</p> <p><b>Day 4</b></p> <p><b>Vocabulary Strategies</b></p> <p>T330-T337</p> <p>Alphabetical Order</p> <p>Projectable 4.10 (Alphabetical Order)</p> <p><b>Connection To “City Mouse and Country Mouse”</b></p> <p>T334-T335</p> <p>Genre: Fable</p> <p><b>MC:</b> T335</p> <p><b>SB:</b> pp. 100-103</p> <p>CLLG: p. 47</p> <p>Connect To Traditional Tales</p>	
<p><b>CC. RI.1.2</b> Identify the main topic and <u>retell</u> key details of a text.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"><li>• I will identify the main topic of a text.</li><li>• I will retell key details of a text</li></ul>	Identify Main topic Retell Key details Text	<p>GR p. 79</p> <p>RWM p. 163-164</p> <p><a href="http://www.teachervision.fen.co.uk/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.co.uk/journalism/graphic-organizers/2276.html</a></p>		
<p><b>CC. RI.1.3</b> <u>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</u></p> <p>The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.</p>	<ul style="list-style-type: none"><li>• I will describe the connection between two pieces of information in a text.</li></ul>	Describe Connections Events Ideas Text	<p>RWM p. 60-67</p> <p>TRS p. 618-619</p>		
<p><b>CC. RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"><li>• I will distinguish between information provided by pictures, illustrated, and words in a text.</li></ul>	Pictures Illustrations Text	<p><a href="http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Erekson.pdf">http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Erekson.pdf</a></p>		
<p><b>CC. RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p>	<ul style="list-style-type: none"><li>• I will use the illustrations and details in a text to describe its key ideas.</li></ul>	Describe Key Ideas Details	<p>RWM p. 91-92</p> <p>NRP</p> <p><a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a></p>		
<b>Spelling</b>				Words with short u	WTW (LN): Sort 11 <b>Refer to J – L 5</b>
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.					

Grammar				Verbs	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.	<ul style="list-style-type: none"> <li>I will use action verbs.</li> </ul>	Verbs	<b>MI</b> <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="http://www.readwriteink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs">http://www.readwriteink.org/classroom-resources/lesson-plans/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.readwriteink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html">http://www.readwriteink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html</a> <a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>			
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.	<ul style="list-style-type: none"> <li>I will distinguish shades of meaning among verbs.</li> <li>I will distinguish shades of meaning among adjectives.</li> </ul>	Verbs Adjectives				
Writing				<u>Writing</u> <b>J – L 4</b> Narrative (Personal)  <u>Focus Trait</u> Word Choice <u>Focus</u> Word Choice	<u>Weekly Plan T282-283</u> <b>J – L 4</b> <u>Day 1</u> T299 Introduce the Model: Sentences Projectable 4.1 <u>Day 2</u> T319 Introduce the Focus Trait: Word Choice Projectable .4.5 <b>PB:</b> Vol. 1, pp.47-48 <u>Day 3</u> T329 Prewriting <b>PB:</b> Vol. 1, p. 52	Writing Trait Scoring Rubric T347  <u>Weekly (OPTIONAL) Weekly Writing 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, use temporal words to signal event order, and provide some sense of closure. (Refer to FSPS Narrative Criteria A.)	<ul style="list-style-type: none"> <li>I will write a narrative to recount two or more events.</li> <li>I will write details about what happened.</li> <li>I will use temporal words.</li> <li>I will write a conclusion to my narrative.</li> </ul>	Sequenced Narrative Recount Details events	Is That a Fact? p 187-209 Small Moments		<u>Day 4</u> T339 Drafting Projectable 4.9 <b>PB:</b> Vol. 1, pp. 53-54 <b>y 5</b> T346-T347 Revising and Proofreading Projectable 4.11 <b>PB:</b> Vol. 1, p. 10	



**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 7**

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary: Author Study				Teacher selected materials for Author Study		
• Teacher may choose standards that best match their author study.						
Phonemic Awareness & Word Work/Phonics				<u>Phonics</u> <b>J – L 5</b> Words with short i Consonant qu Consonant z <u>High Frequency Words to Know</u>  Word Cards 386-387: many, friend, full, pull, hold, good	<u>Weekly Plan T98-99</u> <b>J – L 2</b> <u>Day 1</u> T115 Introduce the Model: Captions Projectable 2.1 (Writing Model) <u>Day 2</u> T133 Introduce the Focus Trait: Ideas Projectable 2.5 <b>PB:</b> pp.19-20 <u>Day 3</u> T143 Prewriting Projectable 2.9 <b>PB:</b> p. 25 <u>Day 4</u> T153 Drafting Projectable 2.11 <b>PB:</b> pp. 26-27 <u>Day 5</u> T160-161Revising and Proofreading Projectable 2.12 <b>SB:</b> pp. 56-57 <b>AL:</b> captions	<u>(OPTIONAL) Weekly Tests</u> T162 2.9-2.11
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.1.3 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 7			
Comprehension Author Study				Teacher Selected Materials for Author Study		
• Teacher may choose standards that best match their Author Study						
Spelling				Words with short i	WTW (LN): Sort 12 <b>Refer to J – L 2</b>	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling						
Grammar				<u>Grammar</u> <b>J – L 5</b> Adjectives	<u>Weekly Plan T376-377</u> <b>J – L 5</b> <u>Day 1</u> T392 Introduce Adjectives <u>Day 2</u> T412 Adjectives for Color Projectable 5.4 <b>PB:</b> Vol. 1, pp.60-61 <u>Day 3</u> T422	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			
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 Number 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	
Writing					Author Study Narrative *Story Starter Prompts Teacher Selected Materials	
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.)	<ul style="list-style-type: none"><li>• I will write a narrative to recount two or more events.</li><li>• I will write a conclusion to my narrative.</li><li>• I will write a conclusion to my narrative.</li></ul>	Sequenced Narrative Recount Details Events	Is That a Fact? p 187-209 Small Moments			

## READING WORKSHOP: WHOLE GROUP LESSONS

READING WORKSHOP: WHOLE GROUP LESSONS						
COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language /Vocabulary: Research Connections				Teacher selected materials for research connections.		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their research connections genre.</li><li>Refer to FSPS Research Connections Criteria</li><li>Refer to FSPS Vocabulary Guidelines K-6</li></ul>						
Phonemic Awareness & Word Work/Phonics				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.1.3a Know the spelling-sound correspondences for common consonant digraphs.	<ul style="list-style-type: none"><li>I will know the common digraphs. (ch, sh, wh, th)</li></ul>	Diagrams	TRS: Chapter 6 WJ WTW			
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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	syllable	TRS p. 179			
CC.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS Chapter 7			
Comprehension: Research Connections				Teacher Selected Materials for Research Connections		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their research connections genre.</li><li>Refer to FSPS Research Connections Criteria</li></ul>						
Spelling				FSPS Spelling Focus: s, h, sh	WTW (LN): Sort 13	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
Grammar				Grammar J – L 6 Complete Sentences	Weekly Plan T376-377 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	Teacher Selected assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC. L.1.1d 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 Journeys.)	<ul style="list-style-type: none"><li>I will use personal pronouns.</li><li>I will use possessive pronouns.</li><li>I will use indefinite pronouns (I, me, my, they, them, their, anyone, everything)</li></ul>	Pronouns Personal Possessive indefinite	<a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>  <a href="http://www.readworks.org/lessons/gradek-1-2/pronoun-reference">http://www.readworks.org/lessons/gradek-1-2/pronoun-reference</a>			

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 8 -9**

<p>CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <b>CC. L.1.1f</b> Use frequently occurring adjectives.</p>	<ul style="list-style-type: none"> <li>I will use adjectives in my writing.</li> </ul>	<p>adjectives</p>	<p>PPW p. 100-107</p>		<p>Projectable 5.9  <b>PB:</b> Vol. 1, p.65  <b>Day 4</b> T432 Spiral Review: Pronouns  <b>PB:</b> Vol. 1, pp.66-67  <b>Day 5</b> T438-439                      Weekly Review:                          Adjectives  <b>SB:</b> pp.130-131  <b>PB:</b> Vol., 1 p.68  <b>AL:</b> adjectives</p>	
<p align="center">Writing</p>					<p align="center"><u>Research Connections</u>                      Correlate Writing                      Piece/Product to Research Topic</p>	

Reference FSPS Year at a Glance  
 END OF 1<sup>ST</sup> QUARTER

*The following standards are minimally addressed in 2<sup>nd</sup> 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
Daily Language/Vocabulary				Teacher Selected Materials for Vocabulary		
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CC.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"><li>I will speak single-syllable words.</li></ul>	Syllable	TRS: Chapter 5 TRS: p. 181-183 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
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).	<ul style="list-style-type: none"><li>I will segment one-syllable words into their individual sounds.</li></ul>	Segment Syllable Individual	TRS: Chapter 5 TRS: Chapter 6 and Chapter 7 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
Phonemic Awareness & Word Work/Phonics				Phonics	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.1.3a Know the spelling-sound correspondences for common consonant digraphs.	<ul style="list-style-type: none"><li>I will know the common digraphs. (ch, sh, wh, th)</li></ul>	Diagrams	TRS: Chapter 6 WJ WTW	c, h, ch		
Comprehension				Comprehension	Read Aloud	
CC.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"><li>I will distinguish between information provided by pictures, illustrated, and words in a text.</li></ul>	Illustrations Text	<a href="http://www.ohio.edu/visual literacy/JVL_ISSUE_ARCHIV/ES/JVL28(2)/28_2_Erekson.pdf">http://www.ohio.edu/visual literacy/JVL_ISSUE_ARCHIV/ES/JVL28(2)/28_2_Erekson.pdf</a>	Skill: Text/Graphic Features Strategy: Key Facts	Teacher Selected Read-Aloud	
Spelling				c, h, ch	WTW (LN) – Sort 14	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 10**

Grammar				Grammar <b>J – L 8</b>	<b>J – L 8</b> Weekly Plan T194-T195	Teacher Selected assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"> <li>• I will produce simple declarative sentences in response to prompts.</li> <li>• I will produce simple interrogative sentences in response to prompts.</li> <li>• I will produce simple imperative sentences in response to prompts.</li> <li>• I will produce simple exclamatory sentences in responses to prompts.</li> </ul>	Declarative Interrogative Imperative Exclamatory Simple sentences	<a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>  <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a>	Statements	<b>Day 1</b> T210 Introduce Statements <b>Day 2</b> T230 What is a Statement? Projectable 8.4 PB: Vol. 1, p. 101 <b>Day 3</b> T240 Writing Statements Projectable 8.8 <b>Day 4</b> T250 Spiral Review: Action Verbs PB: Vol. 1, p. 109 <b>Day 5</b> T256-T257 Weekly Review: Statements PB: Vol. 1, p. 110 AL: statements	
Writing				Writing <b>J – L 11</b>	<b>J – L 11</b> Weekly Plan T6-T7	(OPTIONAL) Daily Writing Prompts T6-T7
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.)	<ul style="list-style-type: none"> <li>• I will write facts about a topic.</li> <li>• I will write a conclusion.</li> </ul>		<b>Is That a Fact?</b> NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>	Write to Inform: Sentences  Focus Trait: Ideas	<b>Day 1</b> T23 Introduce the Model: Write to Inform Projectable 11.1 Writing Model: Sentences inform) <b>Day 2</b> T45 Introduce the Focus Trait: Ideas Words That Tell How Projectable 11.5 PB: Vol. 1, p. 143 <b>Day 3</b> T55 Prewriting: Author's Purpose Projectable 11.9 (Planning My Sentences) PB: Vol. 1, p. 148 <b>Day 4</b> T65 Capital Letters Projectable 11.11 <b>Day 5</b> T72-T73 Revising and Proofreading Projectable 11.12	

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**WEEK 11**

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<p><b>Phonemic Awareness</b> <b>J – L 12</b></p> <p>Blend and Segment Phonemes Substitute Initial Phonemes</p> <p><b>Fluency</b> Rate</p> <p><b>Vocabulary</b> Oral Vocabulary</p> <p><b>Oral Vocabulary:</b> View frisky adventure shivered tumbled spied</p>	<p><b>J – L 12</b> Weekly Plan T102-T103</p> <p><b>Day 1</b> T108-T109 DL Blend &amp; Segment Phonemes</p> <p><b>Day 2</b> T120-T121 DL Blend &amp; Segment Phonemes</p> <p><b>Day 3</b> T142-T143 Substitute Initial Phonemes</p> <p><b>Day 4</b> T152-T153 Substitute Initial Phonemes</p> <p><b>Day 5</b> T162-T163 Blend &amp; Segment Phonemes</p> <p><b>AL:</b> segment, phonemes</p> <p><b>Read Aloud: Introduce Oral Vocabulary</b> “Turtle, Frog, And Rat” T110-111 CLLG: p. 63 Instructional Routine 16</p>	<p>(OPTIONAL) Weekly Tests T170</p> <p>1.2-1.4</p>
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.	<ul style="list-style-type: none"><li>I will speak single-syllable words.</li></ul>	Syllable	TRS: Chapter 5 TRS: p. 181-183 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
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	<ul style="list-style-type: none"><li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li><li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li><li>I will tell the final sound in a spoken single-syllable word</li></ul>	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
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).	<ul style="list-style-type: none"><li>I will segment one-syllable words into their individual sounds.</li></ul>	Segment Syllable Individual	TRS: Chapter 5 TRS: Chapter 6 and Chapter 7 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
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 Journeys lesson.)	<ul style="list-style-type: none"><li>I will use conjunctions to show simple relationships.</li></ul>		GR AL <a href="http://www.nj.gov/education/ece/k/la1.pdf">http://www.nj.gov/education/ece/k/la1.pdf</a>			
Phonemic Awareness & Word Work/Phonics				<p><b>Phonics</b></p> <p>h, sh, ch words</p> <p><b>J – L 12</b></p>	Teacher Selected Materials phonemic awareness & word work	
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	<ul style="list-style-type: none"><li>I will know the common diagraphs. (ch, sh, wh, th)</li></ul>	Diagraphs	TRS: Chapter 6 WJ WTW			

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digraphs.				<u>High Frequency Words to Know</u>	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS: Chapter 6 TRS: p. 179	Word Cards T112-T113: been, brown, know, never, off, out, own, very	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7		
<b>Comprehension</b>				<u>Comprehension Skill:</u> Sequence of Events  <u>Strategy:</u> Question	<b>J – L 12 Read Aloud</b> <u>Main Selection</u> <b>Day 1</b> “How Leopard Got His Spots” T128-T139; SB: p. 44-60 Genre: Folktale CLLG: p.62 <u>Day 2 Introduce Comprehension</u> T126-T127 Sequence of Events Projectable 12.2 (Sequence of Events) <b>AL:</b> events, sequence of events <b>Develop Comprehension</b> T130-T137 Projectables 12.3a, 12.3b, 12.3c (Flow Chart) <b>Your Turn</b> T139 <u>Day 3 Deepen Comprehension</u> T148-T149 Sequence of Events Projectable 12.7 <b>PB:</b> Vol. 1, p. 159 <b>AL:</b> event, sequence of events <u>Day 4 Vocabulary Strategies</u> T158-T159 Homophones Projectable 12.10 (Homophones)
<b>CC.RI.1.2</b> 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> <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> .)	<ul style="list-style-type: none"> <li>I will identify the main topic of a text.</li> <li>I will retell key details of a text</li> </ul>	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a>		((OPTIONAL) Weekly Tests T171 12.5-12.7
<b>CC. RI.1.1</b> Ask and answer questions about key details in a text. (This standard was added to <i>Journeys</i> Lesson 12 in order to meet the <i>Focus Wall</i> target strategy.) (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> .)	<ul style="list-style-type: none"> <li>I will ask questions about key details in a text.</li> <li>I will answer questions about key details in a text.</li> </ul>	Key detail Text	STW2: p. 171-177 RWM GR: p. 79		
<b>CC.RL.1.3</b> Describe <u>characters, 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.)	<ul style="list-style-type: none"> <li>I will describe characters in a story.</li> <li>I will describe settings in a story.</li> <li>I will describe major events in a story using key details.</li> </ul>	Characters Setting Major events Key details	IRAK-1: p. 99-118 TRS: p. 636-641		
<b>CC.RL.1.7</b> <u>Use illustrations and details in a story to describe its characters, setting, or</u>	<ul style="list-style-type: none"> <li>I will describe characters, settings, or</li> </ul>	Characters Settings	STW: p. 141-142 GR: p. 154		



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events. (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		<b>Connect To</b> “The Rain Forest” T156-T157 Genre: Informational Text <b>MC:</b> T157 CLLG: p. 63 Connect to Science	
<b>CC.RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>I will compare and contrast the adventures and experiences of characters in stories.</li> </ul>	Characters Setting Events Illustrations Describe	<a href="http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffa-mousbears.htm">http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffa-mousbears.htm</a>			
<b>CC.RI.1.5</b> 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> .)	<ul style="list-style-type: none"> <li>I will know and use text features to locate key facts and information in a text.</li> </ul>	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 <a href="http://ethemes.missouri.edu/ethemes/487">http://ethemes.missouri.edu/ethemes/487</a>			
<b>CC.RI.1.7</b> 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> .)	<ul style="list-style-type: none"> <li>I will use the illustrations and details in a text to describe its key ideas.</li> </ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>			
<b>CC.RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  (This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> <li>I will identify the reasons an author gives to support points (ideas) in a text.</li> </ul>	Identify	NRP TDC <a href="http://www.readingrockets.org/article/40120/">http://www.readingrockets.org/article/40120/</a>			
<b>Spelling</b>				<b>Spelling</b>	WTW (LN) – Sort 15	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Words with h, sh, ch		
<b>Grammar</b>				<b>Grammar</b>	<b>J – L 9 Weekly Plan T288-T289</b>	Teacher Selected Assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<ul style="list-style-type: none"> <li>I will use singular and plural nouns with matching verbs.</li> </ul>	Singular Plural	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_gr">http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_gr</a>	<b>J – L 9</b> Singular and Plural Nouns	<b>Day 1</b> T304 Introduce Singular & Plural Nouns <b>Day 2</b> T324 One & More Than One Projectable 9.4 PB: Vol. 1, p. 115 <b>Day 3</b> T334 Special Plural Nouns Projectable 9.8 PB: Vol. 1, p. 120 <b>Day 4</b> T344 Spiral Review:	

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			<a href="#">ade.htm</a>		Adjectives for Size & Shape <b>PB:</b> Vol. 1, p. 122 <b>Day 5</b> T350-T351 Weekly Review: Singular & Plural Nouns <b>PB:</b> Vol. 1, p. 124 <b>AL:</b> singular and plural noun	
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC. L.1.1f</b> Use frequently occurring adjectives.  (This standard is only taught in the “Spiral Review” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> <li>• I will use adjectives in my writing.</li> </ul>	adjectives	PPW p. 100-107			
<b>Writing</b>				<b>J – L 12</b> <b>Writing</b>	<b>J – L 12</b> 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.)	<ul style="list-style-type: none"> <li>• I will write to inform/ explain by naming a topic.</li> <li>• I will write facts about a topic.</li> <li>• I will write a conclusion.</li> </ul>	Facts Explain Conclusion	Is That a Fact? NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>	Write to Inform: Letter  Focus Trait: Sentence Fluency	<b>Day 1</b> T119 Introduce the Model: Topic Sentence & Detail Sentences Projectable 12.1 (Writing Model) <b>Day 2</b> T141 Introduce the Focus Trait: Sentence Fluency Using Order Words Projectable 12.5 <b>PB:</b> Vol. 1, p. 157 <b>Day 3</b> T151 Planning Instructions Projectable 12.9 (Planning My Instructions) <b>PB:</b> Vol. 1, p. 162 <b>Day 4</b> T161 Using Order Words Projectable 12.11 <b>Day 5</b> T168-T169 Revising and Proofreading 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.

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**WEEK 12**

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u> <u>J – L 11</u> Blend Phonemes Segment Phonemes  <u>Fluency</u> Phrasing  <u>Vocabulary</u> Oral Vocabulary  <b>Oral Vocabulary:</b> strict practice companions gracefully exchange portions	<u>J – L 11</u> Weekly Plan T6-T7 <u>Day 1</u> T12-T13 DL Blend Phonemes <u>Day 2</u> T24-T25 DL Segment Phonemes <u>Day 3</u> T46-T47 DL Blend Phonemes <u>Day 4</u> T56-T57 DL Segment Phonemes <u>Day 5</u> T66-T67 DL Blend & Segment Phonemes <b>AL:</b> phonemes, segment <b>Read Aloud: Introduce Oral Vocabulary</b> “The Piano Lessons” T14-T15 CLLG: p. 61 Instructional Routine 16	(OPTIONAL) Weekly Tests T74 1.2-1.4
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.RF.1.2b 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 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
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 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
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			
Phonemic Awareness & Word Work/Phonics				<u>Phonics</u>  th, wh words	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.1.3a Know the spelling-sound correspondences for common consonant digraphs.	• I will know the common digraphs. (ch, sh, wh, th)	Diagrams	TRS: Chapter 6 WJ WTW			
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			
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			

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**WEEK 12**

Comprehension				Comprehension <b>J – L 11</b>	<b>J – L 11</b> Main Selection	(OPTIONAL) Weekly Tests T75 11.5-11.8
CC.RI.1.8 Identify the reasons an author gives to support points in a text.  <small>This standard was added to <i>Journeys</i> Lesson 11 in order to meet the <i>Focus Wall</i> target skill.)  <small>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</small></small>	<ul style="list-style-type: none"><li>I will identify the reasons an author gives to support points (ideas) in a text.</li></ul>	Identify	NRP TDC <a href="http://www.readingrockets.org/article/40120/">http://www.readingrockets.org/article/40120/</a>	Skill: Author's Purpose  Strategy: Analyze/ Evaluate  Genre: Informational Text/ Informational Text: Science  Essential Question: Why do authors write stories?	"Sea Animals" Day 1T32-T41 SB: p. 14-30 Genre: Informational text CLLG: p. 60 Day 2 Introduce Comprehension T30-T31 Author's Purpose Projectable 11.2 (Author's Purpose) AL: author, author's pupose Develop Comprehension T34-T43 Projectables 11.3a, 11.3b, 11.3c (Inference Map) Your Turn T43 Day 3Deepen Comprehension T52-T53 Author's Purpose Projectable 11.7 PB: p. 145 AL: author, author's message, author's purpose, determine, photographer Day 4Vocabulary Strategies T62-T63 Classify & Categorize Color Words Projectable 11.10 (Classify & Categorize Color Words) Connect To"Water" T60-T61 Genre: Informational Text: MC: T161 CLLG:	
CC.RI.1.3 Describe the connection between two individuals, <u>events</u> , <u>ideas</u> , or <u>pieces of information in a text</u> .  <small>(This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)  <small>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</small></small>	<ul style="list-style-type: none"><li>I will describe the connection between two pieces of information in a text.</li></ul>	Events	RWM: p. 60-67 TRS: p. 618-619			
CC.RI.1.2 Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"><li>I will identify the main topic of a text.</li><li>I will retell key details of a text</li></ul>	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a>			
CC.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"><li>I will ask and answer questions to understand words and phrases in text.</li></ul>	Ask Questions Words Phrases Text	<a href="http://www.lessonsense.com/info/word-identification.html">http://www.lessonsense.com/info/word-identification.html</a> <a href="http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx">http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx</a>			
CC.RI.1.6 <u>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text</u> .  <small>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</small>	<ul style="list-style-type: none"><li>I will distinguish between information provided by pictures, illustrated, and words in a text.</li></ul>	Illustrations Text	<a href="http://www.ohio.edu/visualliteracy/JVL_1SSUE_ARCHIVES/JVL28(2)/28_2_Ereksan.pdf">http://www.ohio.edu/visualliteracy/JVL_1SSUE_ARCHIVES/JVL28(2)/28_2_Ereksan.pdf</a>			
CC. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"><li>I will use the illustrations and details in a text.</li></ul>	Describe Key ideas Details	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>			

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<p>CC.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>CC.L.1.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>(This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> <li>I will sort words into categories.</li> </ul>	<p>Concept Category</p>	<p><a href="https://www.teachingchannel.org/videos/improving-student-vocabulary">https://www.teachingchannel.org/videos/improving-student-vocabulary</a>  <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a>  <a href="http://www.readingrockets.org/strategies/concept_sort/">http://www.readingrockets.org/strategies/concept_sort/</a></p>		<p>p.61 Connect to Science</p>	
<b>Spelling</b>				<b>Spelling</b>	WTW (LN) – Sort 16	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Words with th, wh		
<b>Grammar</b>				<b>Grammar</b>	<b>J – L 10 Weekly Plan T382-T383</b>	Teacher Selected Assessments
<p>CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.L.1.1i</b> Use frequently occurring prepositions (e.g., during, beyond, toward).</p>	<ul style="list-style-type: none"> <li>I will use common prepositions.</li> </ul>	<p>Prepositions</p>	<p><b>MI</b>  <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>  <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a></p>	<p><b>J – L 10 &amp; J – L 20</b></p> <p>Prepositions and Prepositional Phrases</p>	<p><b>Day 1</b> T398 Introduce Prepositions  <b>Day 2</b> T418 Preposition for Where Projectable 10.4  <b>PB:</b> Vol. 1, p. 129  <b>Day 3</b> T428 Prepositions for When Projectable 10.8  <b>PB:</b> Vol. 1, p. 134  <b>Day 4</b> Teacher will need to replace the <i>Journeys</i> Day 4 lesson 10 with a preposition lesson.  <b>Day 5</b> T444-T445 Weekly Review: Prepositions  <b>PB:</b> Vol. 1, p. 137  <b>AL:</b> prepositions, prepositional phrases  <b>J – L 20 Weekly Plan T394-T395</b>  <b>Day 1</b> T410 Introduce Prepositions and prepositional phrases  <b>Day 2</b> T432 Prepositional Phrases Projectable 20.4</p>	

					<p>PB: Vol. 2, p. 61 <b>Day 3</b>T428 Prepositional Phrases Projectable 20.8 PB: Vol. 2, p. 66 <b>Day 4</b> Teacher will need to replace the <i>Journeys</i> Day 4 lesson 20 with a prepositional phrase lesson. <b>Day 5</b>T444-T445 Weekly Review: Prepositional Phrases PB: Vol. 2, p. 69 AL: prepositions, prepositional</p>	
Writing					<p>Writing <b>J – L 13</b> Write to Inform: Sentences  Focus Trait: Ideas</p>	<p>(OPTIONAL) Daily Writing Prompts T198-199  Write about something you do in the spring.</p>
<p>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.</p> <p>(Refer to FSPS Informational Criteria C)</p>	<ul style="list-style-type: none"><li>• I will write facts about a topic.</li><li>• I will write a conclusion.</li></ul>	<p>Facts Explain Conclusion</p>	<p>Is That a Fact? NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a></p>			

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**WEEK 13**

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 14</b> Identify Middle Sounds & Substitute Phonemes: Substitute Medial Phonemes  <b>Fluency</b> Expression  <b>Vocabulary</b> Oral Vocabulary   <b>Oral Vocabulary:</b> habitat mainly search howl stems cactus	<b>J – L 14 Weekly Plan</b> <b>T294-T295</b> <b>Day 1</b> T300-T301 DL Identify Middle Sounds & Substitute Phonemes <b>Day 2</b> T312-T313 DL Identify Middle Sounds & Substitute Phonemes <b>Day 3</b> T334-T335 DL Substitute Medial Phonemes <b>Day 4</b> T344-T345 DL Substitute Medial Phonemes <b>Day 5</b> T354-T355 DL Identify Middle Sounds & Substitute Phonemes <b>Read Aloud: Introduce Oral Vocabulary</b> “The Tortoise and the Hare” T302-T303 CLLG: p. 67	(OPTIONAL) Weekly Tests OPTIONAL) <u>Weekly Tests</u> T362  2.2-2.4
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.	<ul style="list-style-type: none"> <li>I will know the difference between long and short vowel sounds in spoken single-syllable words.</li> </ul>	Long vowels Short vowels Single-syllable Distinguish	TRS: Chapter 5 <a href="http://www.readingrockets.org/article/27876/http://dwww.ed.gov/Response-to-Intervention-Reading/Systematic-Skill-Instruction/see/index.cfm?T_ID=27&amp;PID=74&amp;c1=1913">http://www.readingrockets.org/article/27876/http://dwww.ed.gov/Response-to-Intervention-Reading/Systematic-Skill-Instruction/see/index.cfm?T_ID=27&amp;PID=74&amp;c1=1913</a>			
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.	<ul style="list-style-type: none"> <li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li> <li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li> <li>I will tell the final sound in a spoken single-syllable word</li> </ul>	Initial , Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</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 <b>rigor</b> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b> sh, ch, th, wh words  <b>J – L 14</b>	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.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS: Chapter 6 TRS: p. 179			

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<p>CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<ul style="list-style-type: none"> <li>• I will recognize irregularly spelled words.</li> <li>• I will read irregularly spelled words.</li> </ul>	<p>Recognize Irregularly</p>	<p>TRS: Chapter 6 TRS: Chapter 7</p>	<p><u><b>High Frequency Words to Know</b></u></p> <p><b>Word Cards T304-T305:</b> four, five, into, over, starts, three, two, watch</p>	
<b>Comprehension</b>				<b>Comprehension</b>	
<p><b>CC.RI.1.2</b> Identify the main topic and retell key details of a text.</p> <p>This standard was added to <i>Journeys</i> Lesson 14 in order to meet the <i>Focus Wall</i> target skill.)</p> <p>(This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)</p> <p>(This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> <li>• I will identify the main topic of a text.</li> <li>• I will retell key details of a text</li> </ul>	<p>Identify Main topic Retell Key details Text</p>	<p>GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a></p>	<p><b>Skill:</b> Conclusions</p> <p><b>Strategy:</b> Infer/ Predict</p>	<p><b>J – L 14 Read Aloud</b> Or <b>Teacher Selected Read Aloud</b> <b>Day 1 Main Selection“</b> <b>The Big Race”</b> T320-330; SB: p. 106-124 Genre: Fantasy CLLG: p. 66 <b>Day 2 Introduce Comprehension</b> T318-T319 Conclusions Projectable 14.2 <b>AL:</b> conclusion <b>Develop Comprehension</b> T322-T329 Projectables 14.3a, 14.3b, 14.3c (Inference Map) <b>Your Turn</b> T331 <b>Day 3 Deepen Comprehension</b> T340-T341 Projectable 14.7 <b>PB:</b> Vol. 1, p. 187 <b>AL:</b> conclusion <b>Day 4 Vocabulary Strategies</b> T350-T351 Classify &amp; Categorize Number Words Projectable 14.9 (Classify &amp; Categorize Number Words)</p>
<p><b>CC. RI.1.1</b> Ask and answer questions about key details in a text.</p> <p>(This standard was added to <i>Journeys</i> Lesson 14 in order to meet the <i>Focus Wall</i> target strategy.)</p> <p>(This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)</p> <p>(This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> <li>• I will ask questions about key details in a text.</li> <li>• I will answer questions about key details in a text.</li> </ul>	<p>Key detail Text</p>	<p><b>STW2:</b> p. 171-177 <b>RWM</b> GR: p. 79</p>		
<p><b>CC. RL.1.3</b> Describe characters, <u>settings</u>, and <u>major events</u> in a story, using key details.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> <li>• I will describe characters in a story.</li> <li>• I will describe settings in a story.</li> <li>• I will describe major events in a story using key details.</li> </ul>	<p>Characters Setting Major events Key details</p>	<p><b>IRAK-1:</b> p. 99-118 <b>TRS:</b> p. 636-641</p>		
<p><b>CC. RL.1.5</b> Explain major differences between <u>books that tell stories</u> and <u>books that give information</u>, drawing on a wide reading of a range of text types.</p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> <li>• I will explain the differences between story books and informational texts.</li> </ul>	<p>Explain Differences Story books Informational Fiction Nonfiction</p>	<p><b>IRAK-1:</b> p. 95-98 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a></p>		



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<p><b>CC.RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>(The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"><li>• I will describe characters, settings, or events using illustrations and details in a story.</li></ul>	<p>Illustrations Describe Characters Setting Events</p>	<p>STW: p. 141-142 GR: p. 154 RWM</p>		<p><b>Connect To “The Olympic Games”</b> T348-T349 Genre: Informational Text: MC: T129 CLLG: p. 67 Connect to Social Studies</p>	
<p><b>CC.RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<ul style="list-style-type: none"><li>• I will compare and contrast the adventures and experiences of characters in stories.</li></ul>	<p>Illustrations Describe Characters Setting Events</p>	<p><a href="http://teacher.scholastic.com/lessonrep/ro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm">http://teacher.scholastic.com/lessonrep/ro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm</a></p>			
<p><b>CC.RI.1.5</b> 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.</p> <p>(This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"><li>• I will know and use text features to locate key facts and information in a text.</li></ul>	<p>Text features Locate Key facts</p>	<p>RWM: p. 67 STW2: p. 214 <a href="http://ethemes.missouri.edu/themes/487">http://ethemes.missouri.edu/themes/487</a></p>			
<p><b>CC.RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.</p> <p>(This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"><li>• I will use the illustrations and details in a text to describe its key ideas.</li></ul>	<p>Details Describe Key ideas</p>	<p>RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a></p>			
<p><b>CC.L.1.5</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. <b>CC.L.1.5a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>(This standard is only taught in the “Vocabulary Strategies” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"><li>• I will sort words into categories.</li></ul>	<p>Concept Category</p>	<p><a href="https://www.teachingchannel.org/videos/improving-student-vocabulary">https://www.teachingchannel.org/videos/improving-student-vocabulary</a> <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a> <a href="http://www.readingrockets.org/strategies/concept_sort/">http://www.readingrockets.org/strategies/concept_sort/</a></p>			
<b>Spelling</b>				<b>Spelling</b> sh, ch, th, wh words	WTW (LN): Sort 17	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling						

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Grammar				Grammar <b>J – L 11</b>	<b>J – L 11</b> Weekly Plan T6-T7	Teacher Selected Assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.L.1.1b</b> 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.)	<ul style="list-style-type: none"> <li>• I will use common nouns.</li> <li>• I will use proper nouns.</li> <li>• I will use possessive nouns.</li> </ul>	Common nouns Proper nouns Possessive nouns	<b>MI</b> <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>	Proper Nouns	<b>Day 1</b> T22 Introduce Proper Nouns <b>Day 2</b> T44 Names for People & Animals Projectable 11.4 PB: Vol. 1, p. 142 <b>Day 3</b> T54 Titles for People Projectable 11.8 <b>Day 4</b> T64 Spiral Review: Complete Sentences PB: Vol. 1, p. 150 <b>Day 5</b> 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. <b>CC. L.1.1d</b> 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> .)	<ul style="list-style-type: none"> <li>• I will use personal pronouns.</li> <li>• I will use possessive pronouns.</li> <li>• I will use indefinite pronouns (I, me, my, they, them, their, anyone, everything)</li> </ul>	Pronouns Personal Possessive indefinite	<a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>  <a href="http://www.readworks.org/lessons/gradek-1-2/pronoun-reference">http://www.readworks.org/lessons/gradek-1-2/pronoun-reference</a>			
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.L.1.1j</b> 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> .)	<ul style="list-style-type: none"> <li>• I will produce simple declarative sentences in response to prompts.</li> <li>• I will produce simple interrogative sentences in response to prompts.</li> <li>• I will produce simple imperative sentences in response to prompts.</li> </ul>	Declarative Interrogative Imperative Exclamatory Simple sentences	<b>MI</b> <b>Is That a Fact?</b> <b>IW</b> <b>Appendix C</b> <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a>			
Writing				Writing <b>J – L 14</b>	<b>J – L 14</b> Weekly Plan T294-T295	(OPTIONAL)
<b>CC.W.1.2</b> 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)	<ul style="list-style-type: none"> <li>• I will write facts about a topic.</li> <li>• I will write a conclusion.</li> </ul>	Facts Explain Conclusion	<b>Is That a Fact?</b> <b>NW: PR</b> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>	Write to Inform: Report  Focus Trait: Ideas	<b>Day 1</b> T311 Introduce the Model: Report Projectable 14.1 (Writing Model)	Daily Writing Prompts T294-295 Draw and write about watching a race or sports game.

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					<p><u>Day 2</u> T333 Introduce the Focus Trait: Ideas Taking Notes Projectable 14.5 <b>PB:</b> Vol. 1, p. 185 <u>Day 3</u> T343 Choosing a Topic <u>Day 4</u> T353 Planning a Research Report Projectable 14.10 <u>Day 5</u> T360-T361 Planning a Report</p>	
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 15</b>	<b>J – L 15 Weekly Plan</b> <b>T194-T195</b> <b>Day 1</b> T200-T201 DL Segment Phonemes <b>Day 2</b> T212-T213 DL Middle Sounds <b>Day 3</b> T232-T233 DL Middle Sounds <b>Day 4</b> T242-T243 DL Segment Phonemes <b>Day 5</b> T252-T253 Identify Middle Sounds <b>AL:</b> segment, phonemes <b>Read Aloud: Introduce Oral Vocabulary</b> “The Dancing Wolves” T398-T399 CLLG: p. Instructional Routine	(OPTIONAL) 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.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	<ul style="list-style-type: none"> <li>I will know the difference between long and short vowel sounds in spoken single-syllable words.</li> </ul>	Long vowels Short vowels Single-syllable Distinguish	TRS: Chapter 5 <a href="http://www.readingrockets.org/article/27876/http://dwww.ed.gov/Response-to-Intervention-Reading/Systematic-Skill-Instruction/see/index.cfm?T_ID=27&amp;P_ID=74&amp;c1=1913">http://www.readingrockets.org/article/27876/http://dwww.ed.gov/Response-to-Intervention-Reading/Systematic-Skill-Instruction/see/index.cfm?T_ID=27&amp;P_ID=74&amp;c1=1913</a>	Segment Phonemes Middle Sounds		
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	<ul style="list-style-type: none"> <li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li> <li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li> <li>I will tell the final sound in a spoken single-syllable word</li> </ul>	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>	<b>Fluency</b> Phrasing  <b>Vocabulary</b> Oral Vocabulary		
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.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>	Oral Vocabulary: strict practice companions gracefully exchange portions		
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b> s. t, st blends  <b>J – L 15</b> <b>High Frequency Words to Know</b>  Word Cards T400-T401: bird, both,	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.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	syllable	TRS p. 179			
CC.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read</li> </ul>	Recognize Irregularly	TRS Chapter 7			

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**WEEK 14**

	irregularly spelled words.			eyes, fly, long, or, those, walk	
<b>Comprehension</b>				<b>Comprehension</b> <b>J – L 15</b>	<b>J – L 15 Main Selection</b>
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> target skill for the week.)	<ul style="list-style-type: none"> <li>I will distinguish between information provided by pictures, illustrated, and words in a text.</li> </ul>	Illustrations Text	<a href="http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Ereksan.pdf">http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Ereksan.pdf</a>	<b>Skill:</b> Compare and Contrast  <b>Strategy:</b> Monitor/Clarify  <b>Genre:</b> Informational Text: Play Readers' Theatre	<b>Day 1 "Animals Groups"</b> T416-427; SB: p. 138-157 Genre: Informational Text CLLG: p. 68 <b>Day 2 Introduce Comprehension</b> T414-T415 Compare and Contrast Projectable 15.2 (Compare and Contrast) <b>AL:</b> compare and contrast <b>Develop Comprehension</b> T418-T425 Projectables 15.3a, 15.b, 15.3c, (Venn Diagram) <b>Your Turn</b> T427 <b>Day 3 Deepen Comprehension</b> T436-T437 Projectable 15.7 <b>PB:</b> Vol. 1, p. 201 <b>AL:</b> compare and contrast <b>Day 4 Vocabulary Strategies</b> T446-T447 Suffixes –er, –est Projectable 15.9 (suffixes –er, –est) <b>Connect To "Animal Picnic"</b> T444-T445
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.)	<ul style="list-style-type: none"> <li>I will ask questions about key details in a text.</li> <li>I will answer questions about key details in a text.</li> </ul>	Key detail Text	STW2: p. 171-177 RWM GR: p. 79		
CC.RI.1.2 Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>I will identify the main topic of a text.</li> <li>I will retell key details of a text</li> </ul>	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a>	<b>Essential Question:</b> How are animals the same and different?	
CC.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>I will describe the connection between two pieces of information in a text.</li> </ul>	Events	RWM: p. 60-67 TRS: p. 618-619		
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.	<ul style="list-style-type: none"> <li>I will explain the differences between story books and informational texts.</li> </ul>	Explain Differences Story books Informational Fiction Nonfiction	IRAK-1: p. 95-98 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>		

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 14**

CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>I will use the illustrations and details in a text to describe its key ideas.</li> </ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>		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> .)	<ul style="list-style-type: none"> <li>I will use common prefixes as a clue to the meaning of a word.</li> <li>I will use common suffixes as a clue to the meaning of a word.</li> </ul>	Prefixes Suffixes	TDC: p. 33-35, 46			
<b>Spelling</b>				<b>Spelling</b>	WTW (LN): Sort 18	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling				Words with s, t, s		
<b>Grammar</b>				<b>Grammar</b>	<b>J – L 12 Weekly Plan</b>	
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	<ul style="list-style-type: none"> <li>I will use common nouns.</li> <li>I will use proper nouns.</li> <li>I will use possessive nouns.</li> </ul>	Common nouns Proper nouns Possessive nouns	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>	Proper Nouns & Capitalize dates	<b>T102-T103</b> <b>Day 1</b> T118 Introduce Proper Nouns <b>Day 2</b> T140 Names of Places Projectable 12.4 <b>PB:</b> Vol. 1, p. 156 <b>Day 3</b> T150 Names of Places Projectable 12.8 <b>Day 4</b> T160 Spiral Review: Sentence Parts <b>PB:</b> Vol. 1, p. 164 <b>Day 5</b> T166-T167 Weekly Review: Proper Nouns <b>PB:</b> Vol. 1, p. 165 <b>AL:</b> proper nouns	Teacher selected assessments

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 14**

<b>Writing</b>				<b>Writing J – L 15</b>	<b>J – L 15 Weekly Plan T294-T295</b>	<b>(OPTIONAL)</b>
<b>CC.W.1.2</b> 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.)	<ul style="list-style-type: none"> <li>• I will write to inform/ explain by naming a topic.</li> <li>• I will write facts about a topic.</li> <li>• I will write a conclusion.</li> </ul>	Facts Explain Conclusion	<b>Is That a Fact?</b> <b>NW: PR</b> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>	<b>Write to Inform:</b> Report  <b>Focus Trait:</b> Ideas	<b>Day 1</b> T311 Introduce the Model :Report Projectable 14.1 (Writing Model) <b>Day 2</b> T333 Introduce the Focus Trait: Ideas Taking Notes Projectable 15.5 <b>PB:</b> Vol. 1, p. 185 <b>Day 3</b> T343 Choosing a Topic <b>Day 4</b> T353 Planning a Research Report Projectable 14.10 <b>Day 5</b> T360-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**

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary: Research Connections				Teacher selected materials for Vocabulary during research connections study.		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their research connections genre.</li><li>Suggested Comprehension Strategies and skills: Determining Importance/ Interesting Information</li><li>Refer to FSPS Research Connections Criteria</li><li>Refer to FSPS Vocabulary Guidelines K-6</li></ul>						
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> ).	<ul style="list-style-type: none"><li>I will use words and phrases I have learned.</li><li>I will use conjunctions to show simple relationships.</li></ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>			
Phonemic Awareness & Word Work/Phonics				Phonics	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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179	Words with sp, sk, sm		
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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension: Research Connections				Research Connections  Teacher Selected Materials for Research Connections.		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their research connections genre.</li><li>Suggested Comprehension Strategies and skills: Determining Importance &amp; Important/ Interesting Information</li><li>Refer to FSPS Research Connections Criteria Grade 1.</li></ul>						
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		
Grammar				Grammar	J – L 13 Weekly Plan	Teacher selected assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1c Use singular and plural nouns with	<ul style="list-style-type: none"><li>I will use singular and plural nouns with matching verbs in sentences.</li></ul>	Singular Plural Nouns Verbs	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-">http://www.readwritethink.org/classroom-resources/lesson-plans/sentence-</a>	J – L 13 Subject-Verb agreement	T198-T199 Day 1 T214 Introduce Subjects & Verbs Day 2 T236 Subjects &	



**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 16-17**

matching verbs in basic sentences (e.g. He hops; We hop).		Sentences	<a href="http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_grade.htm">quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_grade.htm">http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_grade.htm</a>		Verbs Projectable 13.4 PB: Vol. 1, p. 170 <b>Day 3</b> T246 Verbs with s Projectable 13.8 <b>Day 4</b> T256 Spiral Review: Statements PB: Vol. 1, p. 178 <b>Day 5</b> T262-T263 Weekly Review: Subjects & Verbs PB: Vol. 1, p. 179	
Writing				<u>Research Connections</u> Correlate Writing Piece/Product to Research Topic		

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

**WEEK 18**

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary: Author Study				Teacher selected materials for Vocabulary during Author Study.		
<ul style="list-style-type: none"><li>Teachers may choose standards that best match their Author Study.</li><li>Refer to FSPS Vocabulary Instruction Guidelines K-6.</li></ul>						
Phonemic Awareness & Word Work/Phonics				<u>Phonics</u> sc, sn, sw blends	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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179			
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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension: Author Study				Teacher Selected Materials for Author Study		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their Author Study.</li></ul>						
Spelling				<u>Spelling</u> sc, sn, sw blends	WTW (LN): Sort 21	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling						

Grammar				Grammar J – L 14 Verb Present & Past Tense Root words	J – L 14 Weekly Plan T294-T295 Day 1 T310 Introduce Verbs & Time Day 2 T332 Verbs with –ed Projectable 14.4 PB: Vol. 1, p. 184 Day 3 T342 Present & Past Time Projectable 14.8 PB: Vol. 1, p. 189 Day 4 T352 Spiral Review Singular & Plural Nouns PB: Vol. 1, p. 191 Day 5 T358-T359 Weekly Review: Telling Time with Verbs PB: Vol. 1, p. 193:	Teacher selected assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1e 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).	<ul style="list-style-type: none"><li>• I will use verbs to show past tense.</li><li>• I will use verbs to show present tense.</li><li>• I will use verbs to show future tense.</li></ul>	Past Present Future Verbs	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html">http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html</a> <a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>			
CC.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. CC.L.1.4c Identify frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> .)	I will identify frequently occurring root words.	Frequent Root words	TRS: p. 491-493			
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 <i>Journeys</i> .)	<ul style="list-style-type: none"><li>• I will use singular and plural nouns with matching verbs.</li></ul>	Singular Plural	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_grade.htm">http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_grade.htm</a>			
Writing				Author Study		
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.)	<ul style="list-style-type: none"><li>• I will write to inform/explain by naming a topic.</li><li>• I will write facts about a topic.</li><li>• I will write a conclusion.</li></ul>	Facts Explain Conclusion	Is That a Fact? NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>	Informative (Inform)		

Reference FSPS Year at a Glance END OF 2<sup>ND</sup> QUARTER WINTER RECESS

*The following standards are minimally addressed in 3<sup>rd</sup> 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.1.1f, L.1.1g, L.1.1i, L.1.4b

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher Selected Materials for vocabulary		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their teacher selected read aloud.</li><li>Suggested Comprehension Strategies and skills: Sequence of Events &amp; Question</li></ul>						
Phonemic Awareness & Word Work/Phonics				<u>Phonics</u> p, l, pl words	Teacher Selected Materials 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.	<ul style="list-style-type: none"><li>I will decode one-syllable words</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179			
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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension				<u>Comprehension</u>  Skill: Sequence of Event  Strategy: Question	Teacher Selected Read-Aloud (Informational)	
CC.RI.1.2 Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"><li>I will identify the main topic of a text.</li><li>I will retell key details of a text</li></ul>	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a>			
CC. RI.1.1 Ask and answer questions about key details in a text.	<ul style="list-style-type: none"><li>I will ask questions about key details in a text.</li><li>I will answer questions about key details in a text</li></ul>	Key detail Text	STW2: p. 171-177 RWM GR: p. 79			
Spelling				<u>Spelling</u> p, l pl blends	WTW (LN) – Sort 21	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 19

Grammar				Grammar J – L 15 & 19 The Verb “be” Verb Future Tense Affixes	J – L 15 Weekly Plan T294-T295 Day 1T406 Introduce Verbs be Day 2T428 Using is and are Projectable 15.4 PB: Vol. 1, p. 198 Day 3T438 Using was and were Projectable 15.8 PB: Vol. 1, p. 203 Day 4T448 Spiral Review Prepositions PB: Vol. 1, p. 205 Day 5T454-T455 Weekly Review: The Verb be PB: Vol. 1, p. 206 J – L 19 Weekly Plan T300-T301 Day 1T316 Introduce Future Tense Day 2T336 Using will Projectable 19.4 PB: Vol. 2, p. 47 Day 3T346 Using going to Projectable 19.8 PB: Vol. 2, p. 52 Day 4T356 Spiral Review Telling time with Verbs PB: Vol. 2, p. 54 Day 5T362-T363 Weekly Review: Future Tense PB: Vol. 2, p. 56	Teacher selected Assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1e 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).	<ul style="list-style-type: none"><li>• I will use verbs to show past tense.</li><li>• I will use verbs to show present tense.</li><li>• I will use verbs to show future tense.</li></ul>	Past Present Future Verbs	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html">http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html</a> <a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>			
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> .)	<ul style="list-style-type: none"><li>• I will use common prepositions.</li></ul>	Prepositions	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a>			
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).	<ul style="list-style-type: none"><li>• I will use verbs to show past tense.</li><li>• I will use verbs to show present tense.</li><li>• I will use verbs to show future tense.</li></ul>	Past Present Future Verbs	MI <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html">http://www.readwritethink.org/classroom-resources/lesson-plans/action-learning-vocabulary-with-918.html</a> <a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>			
Writing				Writing Informative (Instruct)		
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.)	<ul style="list-style-type: none"><li>• I will write to inform/ explain by naming a topic.</li><li>• I will write facts about a topic.</li><li>• I will write a conclusion.</li></ul>	Facts Explain Conclusion	Is That a Fact? NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 6</b> Final Sounds Segment Phonemes	<b>J – L 6 Weekly Plan T6-7</b> <b>Day 1</b> T12-T18 DL Beginning Sounds Blend Phonemes <b>Day 2</b> T24-T26 DL Beginning Sounds Blend Phonemes <b>Day 3</b> T44-T46 DL Beginning Sounds Blend Phonemes <b>Day 4</b> T54-56 DL Beginning Sounds Blend Phonemes <b>Day 5</b> T64-67 DL Beginning Sounds Blend Phonemes AL: segment, phonemes <b>Read Aloud: Introduce Oral Vocabulary</b> “Night of the Wolf” T14 -T15 CLLG: p.51 PB: Vol.1, p. 69 SB: pp.10-11	(OPTIONAL) 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. <b>CC. RF.1.2b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<ul style="list-style-type: none"> <li>I will speak single-syllable words.</li> </ul>	syllable	TRS p. 181-183			
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC.RF.1.2c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<ul style="list-style-type: none"> <li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li> <li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li> <li>I will tell the final sound in a spoken single-syllable word.</li> </ul>	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>	<b>Fluency</b> Read with Expression  <b>Vocabulary</b> Oral Vocabulary		
CC.RF.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>CC. RF.1.2d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<ul style="list-style-type: none"> <li>I will segment one-syllable words into their individual sounds.</li> </ul>	Segment Syllable individual	TRS Chapter 6 and Chapter 7	<b>ORAL VOCABULARY:</b> figure tossed clang fault plenty jumbled		
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.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	<a href="https://www.teachingchannel.org/videos/improving-student-vocabulary">https://www.teachingchannel.org/videos/improving-student-vocabulary</a> <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a> MI: p. 66			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b>  pl, sl, bl blends  <b>J – L 6</b>	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. <b>CC.RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS: Chapter 6 TRS: p. 179			

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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.	<ul style="list-style-type: none"> <li>• I will recognize irregularly spelled words.</li> <li>• I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	<b>High Frequency Words to Know</b>  Word Cards 16-17: come, said, call, hear, away, every	
<b>Comprehension</b>				<b>Comprehension</b>	
CC. RI.1.2 Identify the main topic and retell key details of a text.  (This standard is the <i>Focus Wall target skill</i> for the week.)  (This standard is the <i>Focus Wall target strategy</i> for the week.)	<ul style="list-style-type: none"> <li>• I will identify the main topic of a text.</li> <li>• I will retell key details of a text</li> </ul>	Identify Main topic Informational Key details Text	STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>	Skill: Main Topic  Strategy: Summarize	<b>J – L 6 Read Aloud</b> <b>Or Teacher Selected Read Aloud</b> <b>Main Selection</b> “Jack and the Wolf” Genre: Fable <b>Day 2</b> T32-T41 Introduce: Understanding character; Summarize Strategy Projectable 6.2 (characters) SB: pp. 14-29 CLLG: p.50 <b>Develop Comprehension:</b> T34-40 Projectables 6.3a, 6.3b, 6.3 AL: character, summarize <b>Day 3</b> : T50-51 <b>Deepen Comprehension:</b> Projectable 6.7 PB: Vol. 1, p. 76 AL: fable, understanding character, summarize <b>Day 4 Vocabulary Strategies</b> T60-T61 Classify and Categorize Action Words Projectable 6.10 (Classify and Categorize action
CC. RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>• I will retell a story with key details.</li> <li>• I will demonstrate understanding of the central message or lesson of a story.</li> </ul>	Key details demonstrate Understanding Central- message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>		
CC. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>• I will describe characters, settings, or events using illustrations and details in a story.</li> </ul>	Illustrations Describe Characters Setting Events	STW p. 141-142 GR p. 154 RWM		
CC. RL.1.9 Compare and contrast the adventures and experiences of characters in stories.  (This standard is <i>only taught</i> in the “Connect To” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> <li>• I will compare and contrast the adventures and experiences of characters in stories.</li> </ul>	Illustrations Describe Characters Setting Events	<a href="http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm">http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm</a>		
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> .)	<ul style="list-style-type: none"> <li>• I will sort words into categories.</li> </ul>	Concept Category	<a href="https://www.teachingchannel.org/videos/improving-student-vocabulary">https://www.teachingchannel.org/videos/improving-student-vocabulary</a> <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a> <a href="http://www.readingrockets.org/strategies/concept_sort/">http://www.readingrockets.org/strategies/concept_sort/</a>		

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<p>CC.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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).</p> <p>(This standard is only taught in the "Vocabulary Strategies" section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> <li>• I will define words.</li> <li>• I will sort words in categories.</li> </ul>	<p>Define Categories Sort</p>	<p>BWL</p>		<p>words)</p> <p><b>Connect To</b>  <b>"The Three Little Pigs"</b>  T58-59;  Genre: Fairy Tale  <b>MC:</b> T59  <b>SB:</b> pp. 31-33  CLLG: p.51  Connect to Traditional Tale</p>	
<b>Spelling</b>				<b>Spelling</b> pl, sl, bl words	WTW (LN) – Sort 22	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
<b>Grammar</b>				<b>Grammar</b> Imperative Sentences	Teacher Selected Materials for Grammar Study	
<p>CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.L.1.1j Produce and expand complete simple and compound <u>declarative</u>, <u>interrogative</u>, imperative, and <u>exclamatory sentences</u> in response to prompts.</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<ul style="list-style-type: none"> <li>• I will produce simple declarative sentences in response to prompts.</li> <li>• I will produce simple interrogative sentences in response to prompts.</li> <li>• I will produce simple imperative sentences in response to prompts.</li> <li>• I will produce simple exclamatory sentences in response to prompts.</li> </ul>	<p>Declarative Interrogative Imperative Exclamatory Simple sentences</p>	<p><b>It That a Fact?</b>  <b>Interactive Writing</b>  Appendix C</p>			
<b>Writing</b>					<b>Writing</b> Informative (Instruct)	
<p><b>CC.W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>(Refer to FSPS Informational Criteria C.)</p>	<ul style="list-style-type: none"> <li>• I will write to inform/ explain by naming a topic.</li> <li>• I will write facts about a topic.</li> <li>• I will write a conclusion.</li> </ul>	<p>Facts Explain Conclusion</p>	<p><b>Is That a Fact?</b>  <b>NW: PR</b>  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a></p>			



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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS	
Daily Language/Vocabulary				<p><u>Phonemic Awareness</u> <b>J – L 7</b> Segment Phonemes</p> <p><u>Fluency</u> Phrasing</p> <p><u>Vocabulary</u> Oral Vocabulary</p> <p><b>ORAL VOCABULARY:</b> faraway village crisp smudge peeked edges</p>	<p><b>J – L 7 Weekly Plan T100-101</b> <u>Day 1</u> T106-112 DL Beginning Sounds Blend Phonemes <u>Day 2</u> T118-120 DL Beginning Sounds 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 <b>AL:</b> segment, phonemes <u>Read Aloud: Introduce Oral Vocabulary</u> “Prairie Dogs” T108-109 CLLG: p.53 <b>PB:</b> Vol.1, p. <b>SB:</b> pp.10-11 Instructional Routine 16</p>	<p>(OPTIONAL) Weekly Tests T166 7.2-7.5</p>	
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				
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 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>				
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				
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	<a href="https://www.teachingchannel.org/video/s/improving-student-vocabulary">https://www.teachingchannel.org/video/s/improving-student-vocabulary</a> <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a> MI: p. 66				
Phonemic Awareness & Word Work/Phonics				<p><u>Phonics</u> cr, cl, fl, fr blends <b>J – L 7</b> <u>High Frequency Words to Know</u></p>	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: Chapter 6 TRS: p. 179				

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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.	<ul style="list-style-type: none"><li>• I will recognize irregularly spelled words.</li><li>• I will read irregularly spelled words.</li></ul>	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
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.)	<ul style="list-style-type: none"><li>• I will identify the main topic of a text.</li><li>• I will retell key details of a text</li></ul>	Identify Main topic Informational Key details Text	STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>	J – L 7 Skill: Details  Strategy: Infer/ Predict  Genre: Informational text/ Informational Text: Science  Essential Question: How do animals communicate?	Day 1 “How Animals Communicate” T126-T135 SB: p. 42-57 Genre: Informational text CLLG: p. 52 Day 2 Introduce Comprehension T124-135 Details; Infer/Predict Strategy Projectable 7.2 SB: p. 42-57 Develop Comprehension: T128-135 Projectables 7.3a, 7.3b, 7.3c, AL: details, infer/ predict Day 3 T144-T145 Deepen Comprehension PB: Vol. 1, p. 90 Projectable 7.7 AL: informational text, details, infer/ predict Day 4 Vocabulary Strategies T154-T155 Using a Glossary Projectable 7.10 (Using a Glossary) Connection To
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.)	<ul style="list-style-type: none"><li>• I will ask questions about key details in a text.</li><li>• I will answer questions about key details in a text.</li></ul>	Key detail Text	STW2: p. 171-177 RWM GR: p. 79		
CC. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"><li>• I will ask and answer questions to understand words and phrases in text.</li></ul>	Ask Questions Words phrases Text	Poetry: PTPP p. 47-54		
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.	<ul style="list-style-type: none"><li>• I will know and use text features to locate key facts and information in a text.</li></ul>	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 <a href="http://ethemes.missouri.edu/themes/487">http://ethemes.missouri.edu/themes/487</a>		
CC. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  (The entire standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"><li>• I will distinguish between information provided by pictures, illustrated, and words in a text.</li></ul>	Pictures illustrations Text	<a href="http://www.readingrockets.org/article/35693">http://www.readingrockets.org/article/35693</a>  <a href="http://www.readingrockets.org/article/39991">http://www.readingrockets.org/article/39991</a>		
CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"><li>• I will use the illustrations and details in a text to describe its key ideas.</li></ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>		
CC.RI.1.8 Identify reasons an author gives to support points in a text.	<ul style="list-style-type: none"><li>• I will identify the reasons an author gives to support points (ideas) in a</li></ul>	Points Text Support Reasons	NRP TDC <a href="http://www.readingrockets.org/article/40120/">http://www.readingrockets.org/article/40120/</a>		

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	text.	Identify Author			“Insect Messages” T152-153; Genre: Informational Text MC: T153 SB: pp. 58-61 CLLG: 52 Connect to Science	
<b>CC.RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  (This standard is <u>only taught</u> in the “Connect To” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> <li>• I will identify similarities in two texts on the same topic.</li> <li>• I will identify differences in two texts on the same topic.</li> </ul>	Identify Similarities Differences text	<a href="http://teacher.scholastic.com/lessonrep/ro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm">http://teacher.scholastic.com/lessonrep/ro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm</a>			
<b>Spelling</b>				<b>Spelling</b> cr, cl, fl, fr blends	WTW (LN) – Sort 23	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
<b>Grammar</b>				<b>Grammar</b> <b>J – L 16, J – L 17, &amp; J – L 27</b> Interrogative sentences	<b>J – L 16 Weekly Plan T6-T7</b> <b>Day 1</b> T22 Introduce questions <b>Day 2</b> T46 What is a Question? Projectable 16.4 PB: Vol. 2, p. 5 <b>Day 3</b> T56 Writing Questions Projectable 16.8 <b>Day 4</b> T66 Spiral Review Proper Nouns PB: Vol. 2, p. 13 <b>Day 5</b> T72-T73 Weekly Review:: Questions PB: Vol. 2, p. 14 <b>J – L 17 Weekly Plan T104-T105</b> <b>Day 1</b> T120 Introduce Kinds of Sentences <b>Day 2</b> T144 Statement or Questions? Projectable 17.4 PB: Vol. 2, p. 19 <b>Day 3</b> T154 Writing Questions	Teacher Selected Assessments
<b>CC.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.L.1.1j</b> 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.)	<ul style="list-style-type: none"> <li>• I will produce simple declarative sentences in response to prompts.</li> <li>• I will produce simple interrogative sentences in response to prompts.</li> <li>• I will produce simple imperative sentences in response to prompts.</li> </ul>	Declarative Interrogative Imperative Exclamatory Simple sentences	<b>MI</b> Is That a Fact? <b>IW</b> Appendix C <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a>			
<b>CC.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.L.1.1b</b> 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.)	<ul style="list-style-type: none"> <li>• I will use common nouns.</li> <li>• I will use proper nouns.</li> <li>• I will use possessive nouns.</li> </ul>	Common nouns Proper nouns Possessive nouns	<b>MI</b> <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html">http://firstgradefanatics.blogspot.com/2012/01/adjectives-verbs-and-nouns-oh-my.html</a>			
<b>CC.L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>CC.L.1.1d</b> Use personal, <u>possessive</u> , and <u>indefinite</u> pronouns (e.g., I, me, my; they. Them,	<ul style="list-style-type: none"> <li>• I will use personal pronouns.</li> <li>• I will use possessive</li> </ul>	Personal pronouns Possessive pronouns	<a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>  <a href="http://www.readworks.org/lessons/gradek-1-2/pronoun-reference">http://www.readworks.org/lessons/gradek-1-2/pronoun-reference</a>			

<p>their, anyone, everything).</p> <p>(This standard is only taught in the “Spiral Review” section (Day 4) of <i>Journeys</i>.)</p> <p>(The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)</p>	<p>pronouns.</p> <ul style="list-style-type: none"> <li>• I will use indefinite pronouns.</li> </ul>	<p>Indefinite pronouns</p>			<p>Projectable 17.8 <b>Day 4</b> T164 Spiral Review Proper Nouns PB: Vol. 2, p. 27 <b>Day 5</b> T170-T171 Weekly Review: PB: Vol. 2, p. 28 <b>J – L 27 Weekly Plan</b> T102-103 <b>Day 1</b> T118 Introduce Kinds of Sentences <b>Day 2</b> T140 Question or Exclamation? Projectable 27.4 PB: Vol. 2, p.157 <b>Day 3</b> T150 Three Kinds of Sentences Projectable 27.8 PB: Vol. 2, p.162 <b>Day 4</b> T160 Spiral Review: The Pronoun I PB: Vol. 2, pp.165 <b>Day 5</b> T166-T167 Weekly Review: Kinds of Sentences SB: pp.70-71 PB: Vol., 2 p.166 <b>AL:</b> statement, question, exclamation</p>
<b>Writing</b>					<b>Writing</b> Informative (Instruct)
<p><b>CC.W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>(Refer to FSPS Informational Criteria C.)</p>	<ul style="list-style-type: none"> <li>• I will write to inform/ explain by naming a topic.</li> <li>• I will write facts about a topic.</li> <li>• I will write a conclusion.</li> </ul>	<p>Facts Explain Conclusion</p>	<p><b>Is That a Fact?</b> NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a></p>		

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Vocabulary	Teacher Selected Materials for vocabulary	
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their teacher selected read aloud.</li><li>Suggested Comprehension Strategies and skills: Connections in a Text &amp; Cause and Effect.</li></ul>						
Phonemic Awareness & Word Work/Phonics				Phonics bl, br, gr, gl blends	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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179			
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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension				Comprehension  Skill: Connections in a text  Strategy: Cause and Effect	Teacher Selected Read-Aloud (Informational)	
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> <u>target skill</u> for the week.)	<ul style="list-style-type: none"><li>I will distinguish between information provided by pictures, illustrated, and words in a text.</li></ul>	Illustrations Text	<a href="http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Erkson.pdf">http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Erkson.pdf</a>			
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.)	<ul style="list-style-type: none"><li>I will describe the connection between two pieces of information in a text.</li></ul>	Events	RWM: p. 60-67 TRS: p. 618-619			
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.)	<ul style="list-style-type: none"><li>I will identify the main topic of a text.</li><li>I will retell key details of a text</li></ul>	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a>			
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.	<ul style="list-style-type: none"><li>I will explain the differences between story books and informational texts.</li></ul>	Explain Differences Story books Informational Fiction Nonfiction	IRAK-1: p. 95-98 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>			

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WEEK 22

CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>I will use the illustrations and details in a text to describe its key ideas.</li> </ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>		
<b>Spelling</b>				<b>Spelling</b> bl, br, gr, gl blends	WTW (WW) - Sort 24
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.					
<b>Grammar</b>				<b>Grammar</b> <b>J – L 18</b> Commas in Dates & Series	<b>J – L 18 Weekly Plan T202-T203</b> <b>Day 1</b> T218 Introduce Names of Months, Days, & Holidays <b>Day 2</b> T 242 Names of Months, Days, & Holidays Projectable18.4 <b>PB:</b> Vol.2 , p. 33 <b>Day 3</b> T 252 Names of Months, Days, & Holidays Projectable 18.8 <b>PB:</b> Vol.2 , p.18.9 <b>Day 4</b> T262 Spiral Review: Subject and Verbs <b>PB:</b> Vol.2 , p.41 <b>Day 5</b> T268-T269 Weekly Review: <b>PB:</b> Vol.2 , p.42
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.	<ul style="list-style-type: none"> <li>I will capitalize dates and names of people.</li> </ul>	capitalize	Is That A Fact? PPW WP		Teacher selected assessments
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.	<ul style="list-style-type: none"> <li>I will use commas in dates.</li> <li>I will use commas in words in a series.</li> </ul>	Commas Series	<a href="https://www.engageny.org/ccs-ela/12c">https://www.engageny.org/ccs-ela/12c</a>		
<b>Writing</b>					<b>Writing</b> Informative (Instruct)
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.)	<ul style="list-style-type: none"> <li>I will write to inform/ explain by naming a topic.</li> <li>I will write facts about a topic.</li> <li>I will write a conclusion.</li> </ul>	Facts Explain Conclusion	Is That a Fact? NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>		

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Phonemic Awareness J – L 9 Segment Phonemes Middle Sound  Fluency Accuracy  Vocabulary Oral Vocabulary   Oral Vocabulary: yanking awake trip try twice wonder	J – L 9 Weekly Plan T288-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 Segment Phonemes; Middle Sound AL: segment, phonemes Read Aloud: Introduce Oral Vocabulary “The Little Red Hen” T296-T297 CLLG: p.57 Instructional Routine 16	(OPTIONAL) 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.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	<ul style="list-style-type: none"><li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li><li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li><li>I will tell the final sound in a spoken single-syllable word.</li></ul>	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
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).	<ul style="list-style-type: none"><li>I will segment one-syllable words into their individual sounds.</li></ul>	Segment Syllable Individual	TRS: Chapter 5 TRS: Chapter 6 and Chapter 7 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>			
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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
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 Journeys lesson.)	<ul style="list-style-type: none"><li>I will use words and phrases I have learned.</li><li>I will use conjunctions to show simple relationships.</li></ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>			
Phonemic Awareness & Word Work/Phonics				Phonics pr, tr, dr blends  J – L 9 High Frequency	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	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179			



# FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated 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.	<ul style="list-style-type: none"> <li>I will know final –e patterns.</li> <li>I will know common vowel team conventions.</li> </ul>	Vowel team conventions	TRS: Chapter 6 TRS: Chapter 7	<b>Words to Know</b>  <b>Word Cards</b> <b>T298-T299:</b> write, read, pictures, draw, was, after	
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.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7		
<b>Comprehension</b>				<b>Comprehension</b>	
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.)	<ul style="list-style-type: none"> <li>I will ask questions about key details in a text.</li> <li>I will answer questions about key details in a text.</li> </ul>	Key detail Text	STW :p.17-18, p.110-122, 177 IRAK-1: p. 5 CT: lesson 8-11 <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html">http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html</a>	<b>J – L 9</b> <b>Skill:</b> Text and Graphic features  <b>Strategy:</b> Question  Genre: Biography/Poetry  <b>Essential Question:</b> How do words and pictures help tell a story?	<b>J – L 9 Main Selection</b> “Dr. Seuss” <b>Day 1</b> T312-T323 SB: p. 98-113 Genre: Biography CLLG: p. 56 <b>Day 2 Introduce Comprehension</b> T312-T313 Text and Graphic Features Projectable 9.2 (Text & Graphic Features <b>AL:</b> graphic features, illustration, caption <b>Develop Comprehension</b> T316-T322 Projectable 9.3a, 9.3b, 9.3c (T-Map) <b>Your Turn</b> T323 <b>Day 3 Deepen Comprehension</b> T332-T333 Text & Graphic Features Projectable 9.7 <b>PB:</b> Vol. 1, p. 118 <b>AL:</b> graphic features, illustration <b>Day 4 Vocabulary Strategies</b> T342-T343 Antonyms Projectable 9.9
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.)	<ul style="list-style-type: none"> <li>I will know and use text features to locate key facts and information in a text.</li> </ul>	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 <a href="http://ethemes.missouri.edu/themes/487">http://ethemes.missouri.edu/themes/487</a>		
CC.RI.1.2 <u>Identify the main topic and retell key details of a text.</u>  (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>I will identify the main topic of a text.</li> <li>I will retell key details of a text</li> </ul>	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a>		
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.)	<ul style="list-style-type: none"> <li>I will distinguish between information provided by pictures, illustrated, and words in a text.</li> </ul>	Illustrations Text	<a href="http://www.ohio.edu/visual literacy/JVL_1SSUE_ARCHIVES/JVL28(2)/28_2_Ereksan.pdf">http://www.ohio.edu/visual literacy/JVL_1SSUE_ARCHIVES/JVL28(2)/28_2_Ereksan.pdf</a>		
CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>I will use the illustrations and details in a text to describe its key</li> </ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>		
					(OPTIONAL) Weekly Tests T355 9.5-9.7



	ideas.				(Antonyms) <b>Connect To</b> “Two poems from Dr. Seuss” T340-T341 Genre: Poetry MC: T341 CLLG: p.57 Connect to Poetry	
<b>Spelling</b>				<b>Spelling</b> pr, tr, dr blends	WTW (WW) – Sort 25	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
<b>Grammar</b>				<b>Grammar</b> <b>J – L 21 &amp; J – L 22</b> Pronouns: Personal & Indefinite	<b>J – L 21 Weekly Plan T6-T7</b> <b>Day 1</b> T22 Introduce Subject pronouns <b>Day 2</b> T44 Pronouns that Name One Projectable 21.4 PB: Vol. 2, p. 74 <b>Day 3</b> T54 Pronouns That Name More Than One Projectable 21.8 <b>Day 4</b> T64 Spiral Review: Questions PB: Vol. 2, p. 82 <b>Day 5</b> T70-T71 Weekly Review: Subject Pronouns PB: Vol. 2, p. 83 AL: subject pronoun <b>J – L 22 Weekly Plan T102-T103</b> <b>Day 1</b> T118 Introduce the Pronoun I <b>Day 2</b> T140 The Pronoun I Projectable 22.4 PB: Vol. 2, p. 88 <b>Day 3</b> T150 The Pronoun I Projectable 22.8 PB: Vol. 2, p.93 <b>Day 4</b> T160 Spiral Review:	Teacher Selected assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1d Use <u>personal</u> , possessive, and <u>indefinite</u> pronouns (e.g., I, me, my; they. Them, their, anyone, everything).	<ul style="list-style-type: none"> <li>• I will use personal pronouns.</li> <li>• I will use possessive pronouns.</li> <li>• I will use indefinite pronouns.</li> </ul>	Personal pronouns Possessive pronouns Indefinite pronouns	<a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="http://www.readworks.org/lessons/grade-1-2/pronoun-reference">http://www.readworks.org/lessons/grade-1-2/pronoun-reference</a>			
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.)	<ul style="list-style-type: none"> <li>• I will produce simple declarative sentences in response to prompts.</li> <li>• I will produce simple interrogative sentences in response to prompts.</li> <li>• I will produce simple imperative sentences in response to prompts.</li> </ul>	Declarative Interrogative Imperative Exclamatory Simple sentences	<b>MI</b> Is That a Fact? <b>IW</b> Appendix C <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a>			

					<div>Kinds of Sentences PB: Vol. 2, p. 95 Day 5 T166-T167 Weekly Review: The Pronoun I PB: Vol. 2, p. 97 AL: subject pronoun</div>	
Writing					<div>Writing _Informative (Instruct)</div>	
<div>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.)</div>	<div><ul style="list-style-type: none"><li>• I will write to inform/ explain by naming a topic.</li><li>• I will write facts about a topic.</li><li>• I will write a conclusion.</li></ul></div>	<div>Facts Explain Conclusion</div>	<div>Is That a Fact? NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a></div>			

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 24

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 16</b>	<b>J – L 16</b> Weekly Plan T6-7	(OPTIONAL) Weekly Tests T76 16.2-16.5
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.	<ul style="list-style-type: none"> <li>I will long from short vowel sounds.</li> </ul>	Syllable	TRS: Chapter 5 TRS: p. 181-183 <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>	Substitute Medial Phonemes	<b>Day 1</b> T12-T13 DL Substitute Medial Phonemes Distinguish Vowel Sounds <b>Day 2</b> T24-T25 DL Substitute Medial Phonemes Phoneme Medial Isolation <b>Day 3</b> T48-T49 DL Substitute Final Phonemes <b>Day 4</b> T58-T59 DL Substitute Final Phonemes <b>Day 5</b> T68-T69 DL Substitute Medial and Final Phonemes AL: phonemes <b>Read Aloud: Introduce Oral Vocabulary</b> "One Giant Leap" T14 -T15 CLLG: p. 71 PB: Vol.2, p. 1 SB: pp.10-11	
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.	<ul style="list-style-type: none"> <li>I will tell the beginning (initial) sound in a spoken single-syllable word.</li> <li>I will tell the middle vowel (medial vowel) sound in a spoken single-syllable word.</li> <li>I will tell the final sound in a spoken single-syllable word.</li> </ul>	Initial Medial Final sounds Single-syllable	TRS: Chapter 5 WJ WTW <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>	<b>Fluency</b> Stress  <b>Vocabulary</b> Oral Vocabulary  <b>ORAL VOCABULARY:</b> atmosphere surface miniature vast landscape decision		
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.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal/pdf">http://www.nj.gov/education/ece/k/lal/pdf</a>			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b>		
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.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS: Chapter 6 TRS: p. 179	k, wh, qu, tw words	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.1.3c Know final –e and common vowel team conventions for representing long vowel sounds.	<ul style="list-style-type: none"> <li>I will know final –e patterns.</li> <li>I will know common vowel team conventions.</li> </ul>	Vowel team conventions	TRS: Chapter 6 TRS: Chapter 7			

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 24

CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>• I will recognize irregularly spelled words.</li> <li>• I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7		
<b>Comprehension</b>				<b>Comprehension</b> <b>J – L 16</b>	<b>J – L 16 Main Selection</b> “Let’s Go to the Moon!” T32-T45 SB: p. 14-36 Genre: informative text CLLG: p. 70 <b>Day 2 Introduce Comprehension</b> T30-T31 Main Idea and Details Projectable 16.2 AL: topic, main idea, supporting detail <b>Develop Comprehension</b> T34-T43 Projectable 16.3a, 16.3b, 16.3c ( Web Map) <b>Your Turn</b> T45 <b>Day 3 Deepen Comprehension</b> T54-T55 Main Idea and Details Projectable 16.7 PB: Vol. 2, p. 8 AL: topic, main idea, supporting detail <b>Day 4 Vocabulary Strategies</b> T64-T65 Suffixes, -y, -ful Projectable 16.9 (Suffixes) <b>Connect To “Mae Jemison”</b> T62-T63 Genre: Biography MC: T63 CLLG: p.71 Connect to Science
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.)	<ul style="list-style-type: none"> <li>• I will ask questions about key details in a text.</li> <li>• I will answer questions about key details in a text.</li> </ul>	Key detail Text	STW2: p. 171-177 RWM GR: p. 79	Skill: Main Idea & details  Strategy: Question	(OPTIONAL) 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> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> <li>• I will identify the main topic of a text.</li> <li>• I will retell key details of a text</li> </ul>	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a>	Genre: Informational text/ biography  Essential Question: What is important to know about the moon?	
CC.RI.1.3 <u>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</u>  (The <u>entire standard</u> is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>• I will describe the connection between two pieces of information in a text.</li> </ul>	Events	RWM: p. 60-67 TRS: p. 618-619		
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.	<ul style="list-style-type: none"> <li>• I will know and use text features to locate key facts and information in a text.</li> </ul>	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 <a href="http://ethemes.missouri.edu/themes/48/">http://ethemes.missouri.edu/themes/48/</a>		
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.)	<ul style="list-style-type: none"> <li>• I will use the illustrations and details in a text to describe its key ideas.</li> </ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>		

Spelling				Spelling	WTW (WW) – Sort 26	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Words with k, wh, qu, tw		
Grammar				Grammar	J – L 23 Weekly Plan	Teacher Selected Assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1d Use <u>personal</u> , possessive, and <u>indefinite</u> pronouns (e.g., I, me, my; they. Them, their, anyone, everything). (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>• I will use personal pronouns.</li> <li>• I will use possessive pronouns.</li> <li>• I will use indefinite pronouns.</li> </ul>	Personal pronouns Possessive pronouns Indefinite pronouns	<a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>  <a href="http://www.readworks.org/lessons/grade-1-2/pronoun-reference">http://www.readworks.org/lessons/grade-1-2/pronoun-reference</a>	J – L 23  Possessive Pronouns/ Determiners	<b>T198-T199</b> <b>Day 1</b> T214 Introduce Possessive Pronouns <b>Day 2</b> T238 Using my, your, his, and her Projectable 23.4 PB: Vol. 2, p. 102 <b>Day 3</b> T248 Using mine, your, his, and hers Projectable 23.8 PB: Vol. 2, p. 107 <b>Day 4</b> T258 Spiral Review: Names of Months, Days, Holidays PB: Vol. 2, p. 110 <b>Day 5</b> T264-T265 Weekly Review: Possessive Pronouns PB: Vol. 2, p. 111 AL: possessive pronouns	
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, but, or, so, because</i> ).	<ul style="list-style-type: none"> <li>• I will use determiners.</li> </ul>	Determiners	<a href="http://www.readtennessee.org/teachers/common_core_standards/1st_grade/language/11.aspx">http://www.readtennessee.org/teachers/common_core_standards/1st_grade/language/11.aspx</a>			
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 <u>names of people</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.)	<ul style="list-style-type: none"> <li>• I will capitalize dates and names of people.</li> </ul>	capitalize	Is That A Fact? PPW WP			
Writing				Writing Informative (Instruct)		
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.)	<ul style="list-style-type: none"> <li>• I will write to inform/ explain by naming a topic.</li> <li>• I will write facts about a topic.</li> <li>• I will write a conclusion.</li> </ul>	Facts Explain Conclusion	Is That a Fact? NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				Teacher Selected Materials for vocabulary		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their teacher selected read aloud.</li><li>Suggested Comprehension Strategies and skills: Syntheses and Compare and Contrast text types</li></ul>						
Phonemic Awareness & Word Work/Phonics				<b>Phonics</b> Words with short a long a  <b>High Frequency Words to Know</b>  <b>Word Cards T16-T17:</b> think, bring, before, light, because, carry, show, around Words with short I, long i	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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179			
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.	<ul style="list-style-type: none"><li>I will know final –e patterns.</li><li>I will know common vowel team conventions.</li><li></li></ul>	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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension				<b>Comprehension</b>  Genre: Informational  Skill: Syntheses  Strategy: Compare & Contrast Text Types	Teacher Selected Read-Aloud	
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> <u>target skill</u> for the week.)  (This standard is the <i>Focus Wall</i> <u>target strategy</u> for the week.)	<ul style="list-style-type: none"><li>I will identify similarities in two texts on the same topic.</li><li>I will identify differences in two texts on the same topic.</li></ul>	Similarities Differences	<a href="http://www.readingrockets.org/article/40005/NRP">http://www.readingrockets.org/article/40005/NRP</a> RWM: p. 149, 153			
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.	<ul style="list-style-type: none"><li>I will know and use text features to locate key facts and information in a text</li></ul>	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 <a href="http://ethemes.missouri.edu/themes/487">http://ethemes.missouri.edu/themes/487</a>			

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 25

CC.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>I will use the illustrations and details in a text to describe its key ideas.</li> </ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>		
CC.RI.1.8 Identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>I will identify the reasons an author gives to support points (ideas) in a text.</li> </ul>	Text	NRP TDC <a href="http://www.readingrockets.org/article/40120/">http://www.readingrockets.org/article/40120/</a>		
<b>Spelling</b>				<b>Spelling</b>	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Words with short a, long a	WTW (WW) – Sort 1 and/or 7
<b>Grammar</b>				<b>Grammar</b> <b>J – L 24</b>	
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).	<ul style="list-style-type: none"> <li>I will use singular and plural nouns with matching verbs in sentences.</li> </ul>	Singular Plural Nouns Verbs Sentences	<b>MI</b> <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a> <a href="http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_grade.htm">http://www.internet4classrooms.com/skill_builders/plurals_language_arts_first_1st_grade.htm</a>	Pronouns & Action Verbs	<b>J – L 24 Weekly Plan</b> <b>T296-T297</b> <b>Day 1</b> T312 Introduce Pronouns & Verbs <b>Day 2</b> T334 Pronouns & Verbs Projectable 24.4 PB: Vol.2, p. 116 <b>Day 3</b> T344 Pronouns & Verbs Projectable 24.8 PB: Vol., p.121 <b>Day 4</b> T354 Spiral Review: Future Tense PB: Vol.2, p.123 <b>Day 5</b> T360-T361 Weekly Review: Pronouns & Verbs PB: Vol.2, p.125
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).  (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>I will use personal pronouns.</li> <li>I will use possessive pronouns.</li> <li>I will use indefinite pronouns.</li> </ul>	Personal pronouns Possessive pronouns Indefinite pronouns	<a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>  <a href="http://www.readworks.org/lessons/gradek-1-2/pronoun-reference">http://www.readworks.org/lessons/gradek-1-2/pronoun-reference</a>		Teacher selected Assessments
<b>Writing</b>					<b>Writing</b> Informative (Instruct)
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.)	<ul style="list-style-type: none"> <li>I will write to inform/explain by naming a topic.</li> <li>I will write facts about a topic.</li> <li>I will write a conclusion.</li> </ul>	Facts Explain Conclusion	<b>Is That a Fact?</b> NW: PR <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html">http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html</a>		

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary: Author Study				Teacher selected materials for Vocabulary during Author Study.		
<ul style="list-style-type: none"><li>Teachers may choose standards that best match their Author Study.</li><li>Refer to FSPS Vocabulary Instruction Guidelines K-6.</li></ul>						
Phonemic Awareness & Word Work/Phonics				<u>Phonics</u>  Words with short I, long i	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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179			
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.	<ul style="list-style-type: none"><li>I will know final –e patterns.</li><li>I will know common vowel team conventions.</li></ul>	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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension: Author Study				Teacher Selected Materials for Author Study.		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their Author Study.</li></ul>						
Spelling				<u>Spelling</u>  Words with short i , long i	WTW (WW) – Sort 2 and/or 8	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						



**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 26

Grammar				Grammar <u>J – L 26</u> Exclamations	<u>J – L 26</u> Weekly Plan T6-T7 <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 <u>Day 4</u> T64 Spiral Review: subject Pronouns Projectable 26.9 PB: Vol.2, p.151 <u>Day 5</u> T70-T71 Weekly Review: Exclamations	Teacher selected Assessments
CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC.L.1.1j Produce and expand complete simple and compound <u>declarative</u> , <u>interrogative</u> , <u>imperative</u> , and exclamatory sentences in response to prompts.  (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"><li>• I will produce simple declarative sentences in response to prompts.</li><li>• I will produce simple interrogative sentences in response to prompts.</li><li>• I will produce simple imperative sentences in response to prompts.</li></ul>	Declarative Interrogative Imperative Exclamatory Simple sentences	MI Is That a Fact? IW Appendix C <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a>			
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, their, anyone, everything).  (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"><li>• I will use personal pronouns.</li><li>• I will use possessive pronouns.</li><li>• I will use indefinite pronouns.</li></ul>	Personal pronouns Possessive pronouns Indefinite pronouns	<a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a>  <a href="http://www.readworks.org/lessons/gradek-1-2/pronoun-reference">http://www.readworks.org/lessons/gradek-1-2/pronoun-reference</a>			
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.)	<ul style="list-style-type: none"><li>• I will write a narrative to recount two or more events.</li><li>• I will write a conclusion to my narrative.</li><li>• I will write a conclusion to my narrative.</li></ul>	Sequenced Narrative Recount Details Events	Is That a Fact? p 187-209 Small Moments			

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 27 & 28

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary: Research Connections				Teacher selected materials for Vocabulary during research connections study.		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their research connections genre.</li><li>Suggested Comprehension Strategies and skills: Text Structure &amp; Gathering Information from Illustrations</li><li>Refer to FSPS Research Connections Criteria</li><li>Refer to FSPS Vocabulary Guidelines K-6</li></ul>						
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 Journeys lesson.)	<ul style="list-style-type: none"><li>I will use words and phrases I have learned.</li><li>I will use conjunctions to show simple relationships.</li></ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>			
Phonemic Awareness & Word Work/Phonics				Phonics	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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179	Words with short o , long o		
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.	<ul style="list-style-type: none"><li>I will know final –e patterns.</li><li>I will know common vowel team conventions.</li></ul>	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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension: Research Connections				Research Connections		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their research connections genre.</li><li>Suggested Comprehension Strategies and skills: Text Structure &amp; Gathering Information from Illustrations</li><li>Refer to FSPS Research Connections Criteria Grade 1.</li></ul>				Teacher Selected Read-Aloud		
Spelling				Spelling	WTW (WW) – Sort 3 and/or 9	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Words with short o , long o		

# FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content

WEEK 27 & 28

Grammar				Grammar Conjunctions	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).	<ul style="list-style-type: none"> <li>I will use conjunctions when writing or speaking.</li> </ul>	conjunctions	It That a Fact? Interactive Writing Appendix C		
Writing				<u>Research Connections</u> Correlate Writing Piece/Product to Research Topic	

Reference FSPS Year at a Glance  
END OF 3<sup>RD</sup> QUARTER

*The following standards are minimally addressed in 4<sup>th</sup> 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.1.1c, L.1.1f, L.1.1g, L.1.1i, L.1.4b

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary				<u>Phonemic Awareness</u> <u>J – L 21</u> Substitute Vowel Sounds Segment Syllables  <u>Fluency</u> Phrasing: Natural Pauses  <u>Vocabulary</u> Oral Vocabulary  <b>Oral Vocabulary:</b> whispered clues detectives clever poked sneaky	<u>J – L 21</u> Weekly Plan T6-T7 <u>Day 1</u> T12-T13 DL Substitute Vowel Sounds <u>Day 2</u> T24-T25 DL 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 Oral Vocabulary</u> “Grandpa’s Tree” T14-T15 CLLG: p. 81 Instructional Routine 16	(OPTIONAL) Weekly Tests T74 21.2-21.4
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3b</b> Decode regularly spelled one-syllable words.	• I will decode one-syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3e</b> Decode two-syllable words following basic patterns by breaking words into syllables.	• I will decode two-syllable words.	Syllable	<a href="http://www.fcrr.org/studentactivities/P_053a.pdf">http://www.fcrr.org/studentactivities/P_053a.pdf</a>			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> 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			
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 <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>			
Phonemic Awareness & Word Work/Phonics				<u>Phonics</u> Words with short a, long a –aCe, ai  <u>J – L 21</u> <u>High Frequency</u>	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. <b>CC.RF.1.3b</b> Decode regularly spelled one-syllable words.	• I will decode one-syllable words.	Syllable	TRS: Chapter 6 TRS: p. 179			

# FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated 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.	<ul style="list-style-type: none"> <li>I will know final –e patterns.</li> <li>I will know common vowel team conventions.</li> </ul>	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.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
<b>Comprehension</b>				<b>Comprehension</b> <b>J – L 21</b> Skill: Story Structure  Strategy: Analyze/ Evaluate  Genre: Fantasy/ Informational Text: Social Studies  <b>Essential Question:</b> What do characters do when there is a problem?	<b>J – L 21 Main Selection</b> "The Tree" <b>Day 1</b> T32-T42 SB: p. 14-31 Genre: Fantasy CLLG: p. 80 <b>Day 2 Introduce Comprehension</b> T30-T31 Story Structure Projectable 21.2 (Story Structure) <b>AL:</b> characters, setting, plot <b>Develop Comprehension</b> T34-T43 Projectables 21.3a, 21.3b, 21.3c (Story Map) <b>Your Turn</b> T43 <b>Day 3 Deepen Comprehension</b> T52-T53 Story Structure Projectable 21.7 <b>PB:</b> Vol. 2 p. 77 <b>AL:</b> characters, plot, setting, story map <b>Day 4 Vocabulary Strategies</b> T62-T63 Prefix re-Projectable 21.10 (Prefix re-)	(OPTIONAL) Weekly Tests T75 21.5-21.7
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.)	<ul style="list-style-type: none"> <li>I will retell a story with key details.</li> <li>I will demonstrate understanding of the central message or lesson of a story.</li> </ul>	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>			
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.)	<ul style="list-style-type: none"> <li>I will describe characters in a story.</li> <li>I will describe settings in a story.</li> <li>I will describe major events in a story using key details.</li> </ul>	Characters Settings Major events Key details	IRAK-1 p. 99-118 TRS p. 636-641			
CC.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>I will compare and contrast the adventures and experiences of characters in stories.</li> </ul>	Characters Setting Events Illustrations Describe	<a href="http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm">http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm</a>			
CC. RI.1.7 Use the illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>I will use the illustrations and details in a text.</li> </ul>	Describe Key ideas Details	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>			

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WEEK 29

CC.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. 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> .)		<ul style="list-style-type: none"><li>• I will use common prefixes as a clue to the meaning of a word.</li><li>• I will use common suffixes as a clue to the meaning of a word.</li></ul>	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					Spelling Words with short a, long a- aCe, ai	WTW (WW) – Sort 13	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.							
Grammar					Grammar Compound Sentences	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.1.1j 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.)	<ul style="list-style-type: none"><li>• I will produce simple declarative sentences in response to prompts.</li><li>• I will produce simple interrogative sentences in response to prompts.</li><li>• I will produce simple imperative sentences in response to prompts.</li></ul>	Declarative Interrogative Imperative Exclamatory Simple sentences	MI Is That a Fact? IW Appendix C <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a>				
Writing					Writing J – L 26  Write to Respond: Opinion Sentences  Focus Trait: Voice	J – L 26 Weekly Plan T6-T7 Day 1 T23 Introduce the Model:rite to Respond Projectable 26.1 (Writing Model: Topic Sentences and Detail Sentences) Day 2 T45 Introduce the Focus Trait: Voice Showing Strong Feelings Projectable 26.5	Optional _Daily Writing Prompts T6-T7  Draw and write about a place where you like to draw or paint.
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.)	<ul style="list-style-type: none"><li>• I will write an opinion piece to introduce the topic or name the book.</li><li>• I will state an opinion,</li><li>• I will supply a reason for the opinion.</li></ul>	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 <a href="http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf">http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf</a> <a href="http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS">http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS</a>				

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WEEK 29

	<ul style="list-style-type: none"> <li>I will write a conclusion to my opinion piece.</li> </ul>				<p>PB: Vol. 2, p. 144  <b>Day 3</b>T55 Prewriting: Fact and Opinion                      Projectable 26.9 (Planning My Sentences)                      PB: Vol. 2, p. 149  <b>Day 4</b>T65 Using Capital Letters for Emphasis                      Projectable 26.11  <b>Day 5</b>T72-T73 Revising and Proofreading                      Projectable 26.12 (Revising Jill's Draft)</p>	
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Reference FSPS Year at a Glance  
 SPRING RECESS

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 30

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 23</b> Substitute Vowel Sounds  <b>Fluency</b> Stress  <b>Vocabulary</b> Oral Vocabulary  <b>Oral Vocabulary:</b> behave sizzling translated accent goeey siesta	<b>J – L 23 Weekly Plan</b> <b>T198-T199</b> <b>Day 1</b> T204-T225 Substitute Vowel Sounds <b>Day 2</b> T216-T217 Substitute Vowel Sounds <b>Day 3</b> T240-T241 Segment Syllables <b>Day 4</b> T250-T251 Substitute Vowel Sounds <b>Day 5</b> T260-T261 Substitute Vowel Sounds <b>Read Aloud: Introduce Oral Vocabulary</b> “Around the World in a Day” T206-T207 CLLG: p. 85 Instructional Routine 16	(OPTIONAL) Weekly Tests T268 23.7-23.10
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>CC.RF.1.3e</b> Decode two-syllable words following basic patterns by breaking the words into patterns.	<ul style="list-style-type: none"> <li>I will decode two-syllable words by breaking words into patterns.</li> </ul>	Syllable	<a href="http://www.fcrr.org/studentactivities/P_053a.pdf">http://www.fcrr.org/studentactivities/P_053a.pdf</a>			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
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.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>					<b>Phonics:</b> Review Skills  <b>J – L 23</b> <b>High Frequency Words to Know</b> Word Cards T208-T209:	
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS: Chapter 6 TRS: p. 179			



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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.	<ul style="list-style-type: none"> <li>• I will recognize irregularly spelled words.</li> <li>• I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	house, along, together, boy, father, again, nothing, began
<b>Comprehension</b>				<b>Comprehension</b> <b>J – L 23</b> <b>Skill:</b> Cause and Effect  <b>Strategy:</b> Monitor/Clarify  <b>Genre:</b> Realistic Fiction/ Poetry  <b>Essential Question:</b> What causes events in a story to happen?
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 strategy</u> for the week.)	<ul style="list-style-type: none"> <li>• I will retell a story using key details to demonstrate understanding of the main idea or lesson in the text.</li> </ul>	Key details Demonstrate Retell	STW : p. 17-18, p. 110-122, p. 177 IRAK-1: p. 5 CT: lesson 8-11 <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html">http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html</a>	<b>J – L 23 Main Selection</b> <b>“Whistle for Willie”</b> <b>Day 1</b> T224-T237; SB: p. 76-97 Genre: Realistic fiction CLLG: p.84 <b>Day 2 Introduce Comprehension</b> T222-T223 Cause and Effect Projectable 23.2 (Cause and Effect) <b>AL:</b> cause, effect <b>Develop Comprehension</b> T226-T237 Projectables 23.3a, 23.3b,23..3c (T-Map) <b>Your Turn</b> T237 <b>Day 3 Deepen Comprehension</b> T246-T247 Cause and Effect Projectable 23.7 <b>PB:</b> Vol. 2, p. 105 <b>AL:</b> cause, effect <b>Day 4 Vocabulary Strategies</b> T256-T257 Classify and Categorize Family Words Projectable 23.10 (Classify
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 skill</u> for the week.)  (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>• I will describe characters in a story.</li> <li>• I will describe settings in a story.</li> <li>• I will describe major events in a story using key details.</li> </ul>	Characters Setting Major events Key details	IRAK-1: p. 99-118 TRS: p. 636-641	(OPTIONAL) Weekly Tests T269 23.2-23.6, 23.11-23.13
CC.RL.1.7 Use illustrations and details in a story to describe its <u>characters</u> , <u>setting</u> , or events. (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>• I will describe characters, settings, or events using illustrations and details in a story.</li> </ul>	Characters Settings Events Illustrations	STW: p. 141-142 GR: p. 154 RWM	
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> .)	<ul style="list-style-type: none"> <li>• I will sort words into categories.</li> </ul>	Concept Category	<a href="https://www.teachingchannel.org/video/improving-student-vocabulary">https://www.teachingchannel.org/video/improving-student-vocabulary</a> <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a> <a href="http://www.readingrockets.org/strategies/concept_sort/">http://www.readingrockets.org/strategies/concept_sort/</a>	

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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 <i>only taught</i> in the “Connect To” section (Day 4) of <i>Journeys</i> .)	<ul style="list-style-type: none"> <li>I will define words.</li> <li>I will sort words in categories.</li> </ul>	Categories	<a href="https://www.teachingchannel.org/video/s/improving-student-vocabulary">https://www.teachingchannel.org/video/s/improving-student-vocabulary</a> <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a> BWL		and Categorize) <b>Connect To</b> “Pet Poems” T254-T255 Genre: Poetry MC: T255 CLLG: p. 85 Connect to Poetry	
<b>Spelling</b>				<b>Spelling</b> Review Skills		
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
<b>Grammar</b>				<b>Grammar</b>	Teacher Selected Materials for Grammar Study.	
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.	<ul style="list-style-type: none"> <li>I will use end punctuation for sentences.</li> </ul>	punctuation		Editing for end punctuation		
<b>Writing</b>				<b>Writing</b> <b>J – L 27</b>	<b>J – L 27</b> Weekly Plan T102-T103 <b>Day 1</b> T119 Introduce the Model: Topic Sentence & Detail Sentences Projectable 27.1 <b>Day 2</b> T141 Introduce the Focus Trait: Sentence Fluency Sentences With Because Projectable 27.5 <b>PB:</b> Vol. 2, p. 157 <b>Day 3</b> T151 Prewriting Projectable 27.9 (Planning My Sentences) <b>PB:</b> Vol. 2, p. 163 <b>Day 4</b> T161 Drafting: Kinds of Sentences Projectable 27.11 <b>Day 5</b> T168-T169 Revising and Proofreading Projectable 27.12 (Revising Raul's Draft	(OPTIONAL) Daily Writing Prompts T102-T103  Draw and write about an activity you like to do.
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.)	<ul style="list-style-type: none"> <li>I will write an opinion piece to introduce the topic or name the book.</li> <li>I will state an opinion,</li> <li>I will supply a reason for the opinion.</li> <li>I will write a conclusion to my opinion piece.</li> </ul>	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 <a href="http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf">http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf</a> <a href="http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS">http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS</a>	Write to Respond: Opinion Sentences  Focus Trait: Sentence Fluency		

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

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WEEK 32

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 24</b>  Substitute Vowel Sounds	<b>J – L 24 Weekly Plan</b> <b>T296-T297</b> <b>Day 1</b> T302-T303 Substitute Vowel Sounds <b>Day 2</b> T314-t315 Segment Syllables <b>Day 3</b> T336-T337 Substitute Vowel Sounds <b>Day 4</b> T346-T347 Substitute Vowel Sounds <b>Day 5</b> T356-T357 Substitute Vowel Sounds <b>Read Aloud: Introduce Oral Vocabulary</b> <b>“Visiting Butterflies”</b> T304 –T305 CLLG: p.87 Instructional Routine16	(OPTIONAL) Weekly Tests TT364 24.2-24.4
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>CC.RF.1.3e</b> Decode two-syllable words following basic patterns by breaking the words into patterns.	<ul style="list-style-type: none"> <li>I will decode two-syllable words by breaking words into patterns.</li> </ul>	Syllable	<a href="http://www.fcrr.org/studentactivities/P_053a.pdf">http://www.fcrr.org/studentactivities/P_053a.pdf</a>			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	<b>Fluency</b> Expression		
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.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>	<b>ORAL VOCABULARY:</b> gentle completely settle reflection lonely recognize		
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b> Short o, long o o, oCe, oa <b>J – L 24</b> <b>High Frequency Words to Know</b> <b>Word Cards T306-307:</b> ready, anything, upon, kind, places, also, flower, warm	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. <b>CC.RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS: Chapter 6 TRS: p. 179			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			

# FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content

WEEK 32

Comprehension				Comprehension <b>J – L 24</b>	<b>J – L 24</b> Read Aloud Or Teacher Selected Read Aloud <b>Main Selection</b> “A Butterfly Grows” <b>Day 1</b> T322-T333 SB: p. 110-127 Genre: Narrative Nonfiction CLLG: p. 86 <b>Day 2</b> Introduce Comprehension T320-T321 Sequence of Events Projectable 24.2 (Sequence of Events) <b>AL:</b> event, sequence of events <b>Develop Comprehension</b> T324-T331 Projectable 24.3a, 24.3b, 24.3c (Flow Chart) <b>Your Turn</b> T333 <b>Day 3</b> Deepen Comprehension T342-T343 Sequence of Events Projectable 24.7 <b>PB:</b> Vol. 2, p. 119 <b>AL:</b> event, sequence of events <b>Day 4</b> Vocabulary Strategies T352-T353 Multiple- Meaning Words Projectable 24.9 (Multiple- Meaning Words) <b>Connect To</b> “Best Friends” T350-	(OPTIONAL) Weekly Tests T365 24.5-24.7
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.)	<ul style="list-style-type: none"> <li>I will retell a story with key details.</li> <li>I will demonstrate understanding of the central message or lesson of a story.</li> </ul>	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>	<b>Skill:</b> Sequence of Events  <b>Strategy:</b> Question  <b>Genre:</b> Narrative Nonfiction/ Science  <b>Essential Question:</b> Why do authors put events in a certain order?		
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.)	<ul style="list-style-type: none"> <li>I will ask questions about key details in a text.</li> <li>I will answer questions about key details in a text.</li> </ul>	Key details text	STW p. 17-18, p. 110-122, p. 177 IRAK-1 p. 5 CT lesson 8-11 <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html">http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html</a>			
CC.RI.1.2 Identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>I will identify the main topic of a text.</li> <li>I will retell key details of a text</li> </ul>	Identify Main topic Retell Key details Text	GR: p. 79 RWM: p. 163-164 <a href="http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html">http://www.teachervision.fen.com/journalism/graphic-organizers/2276.html</a>			
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.	<ul style="list-style-type: none"> <li>I will know and use text features to locate key facts and information in a text.</li> </ul>	Text features Locate Key facts	RWM: p. 67 STW2: p. 214 <a href="http://ethemes.missouri.edu/themes/487">http://ethemes.missouri.edu/themes/487</a>			
CC.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>I will distinguish between information provided by pictures, illustrated, and words in a text.</li> </ul>	Illustrations Text	<a href="http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Erekson.pdf">http://www.ohio.edu/visualliteracy/JVL_ISSUE_ARCHIVES/JVL28(2)/28_2_Erekson.pdf</a>			
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> .)	<ul style="list-style-type: none"> <li>I will sort words into concept categories.</li> </ul>	Concept Category	<a href="https://www.teachingchannel.org/videos/improving-student-vocabulary">https://www.teachingchannel.org/videos/improving-student-vocabulary</a> <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a> <a href="http://www.readingrockets.org/strategies/concept_sort/">http://www.readingrockets.org/strategies/concept_sort/</a>			

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 32

<p>CC.L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p><b>CC.L.1.5b</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>(This standard is only taught in the “Vocabulary Strategies” section (Day 4) of <i>Journeys</i>.)</p>	<ul style="list-style-type: none"> <li>• I will define words.</li> <li>• I will sort words in categories.</li> </ul>	Categories	<a href="https://www.teachingchannel.org/videos/improving-student-vocabulary">https://www.teachingchannel.org/videos/improving-student-vocabulary</a> <a href="http://www.readingrockets.org/strategies/semantic_gradients/">http://www.readingrockets.org/strategies/semantic_gradients/</a> BWL		T351 Genre: Poetry MC: T351 CLLG: p.87 Connect to Poetry	
<b>Spelling</b>				<b>Spelling</b>	WTW (WW) – Sort 14	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Short o, long o o, oCe, oa		
<b>Grammar</b>				<b>Grammar</b>		
<p>CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC. L.1.1f</b> Use frequently occurring adjectives.</p>	<ul style="list-style-type: none"> <li>• I will use adjectives in my writing.</li> </ul>	adjective	PPW p. 100-107	<b>J – L 28</b> Adjectives	<p><b>J – L 28 Weekly Plan</b>  <b>T198-T199</b>  <b>Day 1</b> T214 Introduce Adjectives  <b>Day 2</b> T234 Adjectives Projectable 28.4                      PB: Vol.2, p.171  <b>Day 3</b> T244 Adjectives Projectable 28.8  <b>Day 4</b> T254 Spiral Review: Possessive Pronouns                      PB: Vol.2, p.179  <b>Day 5</b> T260-T261 Weekly Review: Adjectives                      PB: Vol.2, p.180</p>	Teacher selected Assessments
<p>CC.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>CC.L.1.1d</b> Use <u>personal</u>, possessive, and <u>indefinite</u> pronouns (e.g., I, me, my; they. Them, their, anyone, everything).</p>	<ul style="list-style-type: none"> <li>• I will use personal pronouns.</li> <li>• I will use possessive pronouns.</li> <li>• I will use indefinite pronouns.</li> </ul>	Personal pronouns Possessive pronouns Indefinite pronouns	<a href="http://betterlesson.com/common_core/browse/996/ccss-ela-literacy-l-1-1d-use-personal-possessive-and-indefinite-pronouns-e-g-i-me-my-they-them-their-anyone-everything">http://betterlesson.com/common_core/browse/996/ccss-ela-literacy-l-1-1d-use-personal-possessive-and-indefinite-pronouns-e-g-i-me-my-they-them-their-anyone-everything</a>			
<b>Writing</b>				<b>Writing</b>		
<p><b>CC.W.1.1</b> 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.</p> <p>(Refer to FSPS Narrative Criteria E.)</p>	<ul style="list-style-type: none"> <li>• I will write an opinion piece to introduce the topic or name the book.</li> <li>• I will state an opinion,</li> <li>• I will supply a reason for the opinion.</li> <li>• I will write a conclusion to my opinion piece.</li> </ul>	Opinion Reason Closure	<p>PPW: p. 164-167, 182-185  <b>MM2-3:</b> p.132-133  <a href="http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf">http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf</a>  <a href="http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS">http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS</a></p>	<p><b>J – L 28</b></p> <p><b>Write to Respond:</b> Opinion Sentences</p> <p><b>Focus Trait:</b> Word Choice</p>	<p><b>J – L 28 Weekly Plan</b>  <b>T198-T199</b>  <b>Day 1</b> T215 Introduce the Model:                      Opinion Sentences Projectable 28.1 (Writing Model)  <b>Day 2</b> T235 Introduce the Focus                      Trait: Word Choice Projectable 28.5                      PB: Vol. 2, p.171  <b>Day 3</b> T245 Main Idea</p>	(OPTIONAL) Daily Writing Prompts T6-T7

					Projectable 28.9 (Planning My Sentences) PB: Vol. 2, p. 176 <u>Day 4</u> T255 Adjectives Projectable 28.11 <u>Day 5</u> T262-T263 Revising and Proofreading Projectable 28.12 (Revising Matt's Draft)	
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COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 26</b> Substitute Vowel Sounds Segment Syllables  <b>Fluency</b> Stress  <b>Vocabulary</b> Oral Vocabulary  <b>Oral Vocabulary:</b> softly universe magical field wondrous shrubby	<b>J – L 26 Weekly Plan T6-T7</b> <b>Day 1</b> T12-T13 Substitute Vowel Sounds <b>Day 2</b> T24-T25 Substitute Vowel Sounds <b>Day 3</b> T46-T47 Identify Syllables <b>Day 4</b> T56-T57 Segment Syllables <b>Day 5</b> T66-T67 Segment Syllables <b>Read Aloud: Introduce Oral Vocabulary</b> “The Art Contest” T14-T15 CLLG: p. 91	(OPTIONAL) Weekly Tests T74 26.2-26.5
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
<b>CC.L.1.6</b> 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 <i>rigor</i> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>			
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b> Words with short u, long u- uCe, oo, ui  <b>J – L 26</b> <b>High Frequency Words to Know</b>  <b>Word Cards T16-T17:</b> teacher, studied, surprised, toward, bear, above, even,	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. <b>CC. RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words</li> </ul>	Syllable	TRS: Chapter 6 TRS: p. 179			
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>CC.RF.1.3e</b> Decode two-syllable words following basic patterns by breaking the words into patterns.	<ul style="list-style-type: none"> <li>I will decode two-syllable words by breaking words into patterns.</li> </ul>	Syllable	<a href="http://www.fcrr.org/studentactivities/P_053a.pdf">http://www.fcrr.org/studentactivities/P_053a.pdf</a>			



**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated 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.	<ul style="list-style-type: none"> <li>• I will recognize irregularly spelled words.</li> <li>• I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	pushed	
<b>Comprehension</b>				<b>Comprehension</b> <b>J – L 26</b>	<b>J – L 26 Main Selection</b> "The Dot" <b>Day 1</b> T32-T42; SB: p. 14-33 Genre: Realistic fiction CLLG: p. 90 <b>Day 2 Introduce Comprehension</b> T30-T31 Compare and Contrast Projectable 26.2 <b>AL:</b> compare, contrast <b>Develop Comprehension</b> T34-T41 Projectables 26.3a, 26.3b, 26.3c (Venn Diagram) <b>Your Turn</b> T43 <b>Day 3 Deepen Comprehension</b> T52-T53 Projectable 26.7 <b>PB:</b> Vol. 2, p. 146 <b>AL:</b> compare, contrast <b>Day 4 Vocabulary Strategies</b> T62-T63 Figurative Language (Idioms) Projectable 26.9 (Figurative Language: Idioms) <b>Connect To</b> "Artist Create Art" T60-T61 Genre: Biography MC: T61 CLLG: p. 91 Connect to Social Studies
CC.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.  (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)	<ul style="list-style-type: none"> <li>• I will compare and contrast the adventures and experiences of characters in stories.</li> </ul>	Illustrations Describe Characters Setting Events	<a href="http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm">http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&amp;SubheadID=4&amp;TopicID=15&amp;GradeID=&amp;PageURL=%2Flessonrepro%2Flessonplans%2Fect%2Ffamousbears.htm</a>	<b>Skill:</b> Compare and Contrast  <b>Strategy:</b> Monitor/Clarify  <b>Genre:</b> Realistic Fiction/ Biography: Social Studies	(OPTIONAL) 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.)	<ul style="list-style-type: none"> <li>• I will ask questions about key details in a text.</li> <li>• I will answer questions about key details in a text.</li> </ul>	Key details text	STW p. 17-18, p. 110-122, p. 177 IRAK-1 p. 5 CT lesson 8-11 <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html">http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html</a>		
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.)	<ul style="list-style-type: none"> <li>• I will describe characters in a story.</li> <li>• I will describe settings in a story.</li> <li>• I will describe major events in a story using key details.</li> </ul>	Characters Setting Major events Key details	IRAK-1: p. 99-118 TRS: p. 636-641	<b>Essential Question:</b> How are ways to make art the same and different?	
CC.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	<ul style="list-style-type: none"> <li>• I will describe characters, settings, or events using illustrations and details in a story.</li> </ul>	Illustrations Describe Characters Setting Events	STW: p. 141-142 GR: p. 154 RWM		
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.)	<ul style="list-style-type: none"> <li>• I will use the illustrations and details in a text to describe its key ideas.</li> </ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>		



Spelling				Spelling	WTW (WW) – Sort 15	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Words with short u, long u- uCe, oo, ui		
Grammar				Grammar	J – L 30 Weekly Plan	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.	<ul style="list-style-type: none"> <li>I will use adjectives in my writing.</li> </ul>	adjective	PPW p. 100-107	J – L 30 Shades of Meaning with Adjectives	<b>T388-T389</b> <b>Day 1</b> T404 Introduce Adjectives that Compare <b>Day 2</b> T426 Adjectives that Compare Projectable 30.4 <b>PB:</b> Vol.2, p. 199 <b>Day 3</b> T436 Adjectives that Compare Projectable 30.8 <b>PB:</b> Vol.2, p.204 <b>Day 4</b> T446 Spiral Review: Contractions with Pronouns <b>PB:</b> Vol.2, p.206 <b>Day 5</b> T452-T453 Weekly Review: Adjectives that Compare <b>PB:</b> Vol.2, p.207	
Writing				Writing	J – L 29 Weekly Plan	(OPTIONAL) Daily Writing Prompts T292-T293
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.)	<ul style="list-style-type: none"> <li>I will write an opinion piece to introduce the topic or name the book.</li> <li>I will state an opinion,</li> <li>I will supply a reason for the opinion.</li> <li>I will write a conclusion to my opinion piece.</li> </ul>	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 <a href="http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf">http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf</a> <a href="http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS">http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS</a>	Write to Respond: Opinion Paragraph  Focus Trait: Ideas	<b>T292-T293</b> <b>Day 1</b> T309 Opinion Paragraph Projectable 29.1 <b>Day 2</b> T331 Introduce the Focus Trait: Ideas Projectable 29.5 <b>PB:</b> Vol. 2, p. 186 <b>Day 3</b> T341 Opinion Paragraph: Topic <b>Day 4</b> T351 Planning an Opinion Paragraph Projectable 29.10 <b>PB:</b> Vol. 2 p. 193 <b>Day 5</b> T262-T263 Revising and Proofreading Projectable 28.12	Draw and write where bugs live.

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
<b>Daily Language/Vocabulary</b>				<b>Phonemic Awareness</b> <b>J – L 28</b>	<b>J – L 28 Weekly Plan</b> <b>T198-T199</b> <b>Day 1</b> T204-T225 Segment Syllables <b>Day 2</b> T216-T217 Delete a Phoneme <b>Day 3</b> T236-T237 Segment Syllables <b>Day 4</b> T246-T247 Delete a Phoneme <b>Day 5</b> T256-T257 Segment Syllables <b>Read Aloud: Introduce Oral Vocabulary</b> “A Hopeful Song” T206-T207 CLLG: p. 95 Instructional Routine 16	(OPTIONAL) Weekly Tests T264 28.7-28.10
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words <b>CC.RF.1.3e</b> Decode two-syllable words following basic patterns by breaking the words into patterns.	<ul style="list-style-type: none"> <li>I will decode two-syllable words by breaking words into patterns.</li> </ul>	Syllable	<a href="http://www.fcrr.org/studentactivities/P_053a.pdf">http://www.fcrr.org/studentactivities/P_053a.pdf</a>	Segment Syllables Delete a Phoneme		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7	<b>Fluency</b> Expression  <b>Vocabulary</b> Oral Vocabulary		
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.)	<ul style="list-style-type: none"> <li>I will use words and phrases I have learned.</li> <li>I will use conjunctions to show simple relationships.</li> </ul>	Phrases Conjunctions Simple relationships	GR AL <a href="http://www.nj.gov/education/ece/k/lal.pdf">http://www.nj.gov/education/ece/k/lal.pdf</a>	<b>ORAL VOCABULARY &amp; STRATEGIES</b> <b>Oral Vocabulary:</b> audience stomped chorus determined assures enthusiasm		
<b>Phonemic Awareness &amp; Word Work/Phonics</b>				<b>Phonics</b>	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. <b>CC.RF.1.3b</b> Decode regularly spelled one-syllable words.	<ul style="list-style-type: none"> <li>I will decode one-syllable words.</li> </ul>	Syllable	TRS: Chapter 6 TRS: p. 179	Words with Words with short e, long e, e, ee, ea		
CC.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. <b>CC.RF.1.3g</b> Recognize and read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> <li>I will recognize irregularly spelled words.</li> <li>I will read irregularly spelled words.</li> </ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			

**FORT SMITH SCHOOLS – Grade 1 Curriculum: Literacy & Integrated Content**

WEEK 34

Comprehension				Comprehension	J – L 28 Main Selection
<b>CC. RL.1.1</b> 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.)	<ul style="list-style-type: none"> <li>• I will ask questions about key details in a text.</li> <li>• I will answer questions about key details in a text.</li> </ul>	Key details text	STW p. 17-18, p. 110-122, p. 177 IRAK-1 p. 5 CT lesson 8-11 <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html">http://www.readwritethink.org/classroom-resources/lesson-plans/book-sorting-using-observation-145.html</a>	<b>J – L 28</b> <b>Skill:</b> Understanding Characters  <b>Strategy:</b> Infer/Predict  <b>Genre:</b> Fantasy/ Informational Text: Science  <b>Essential Question:</b> How does a problem make a story interesting?	<b>“The Kite”</b> <b>Day 1</b> T224-232; SB: p. 78-93 Genre: Informational Text CLLG: p. 94 <b>Day 2</b> Introduce Comprehension T222-T223 Story Structure Projectable 28.2 (Story Structure) AL: setting, characters, events, plot <b>Develop Comprehension</b> T226-T232 Projectables 28.3a, 28.b, 28.3c, (Story Map) <b>Your Turn</b> T233 <b>Day 3</b> Deepen Comprehension T242-T243 Projectable 28.7 PB: Vol. 2, p. 174 AL: characters, plot, setting <b>Day 4</b> Vocabulary Strategies T252-T253 Homographs Projectable 28.9 (Homophones) <b>Connect To</b> “Measuring Weather” T250-T251 Genre: Play: MC: T251 CLLG: p. 95 Connect to Science
<b>CC. RL.1.3</b> Describe characters, <u>settings</u> , and major events in a story, using key details.  (This standard is the <i>Focus Wall</i> <u>target skill</u> for the week.)  (The <u>rigor</u> of this standard is not addressed in this <i>Journeys</i> lesson.)	<ul style="list-style-type: none"> <li>• I will describe characters in a story.</li> <li>• I will describe settings in a story.</li> <li>• I will describe major events in a story using key details</li> </ul>	Characters Settings Major events Key details	IRAK-1 p. 99-118 TRS p. 636-641		
<b>CC. RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>• I will retell a story with key details.</li> <li>• I will demonstrate understanding of the central message or lesson of a story.</li> </ul>	Key details Demonstrate understanding Central message lesson	STW p. 181-182, p. 198 CT lessons 16-17 <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=240">http://edsitement.neh.gov/view_lesson_plan.asp?id=240</a>		
<b>CC.RI.1.7</b> 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> .	<ul style="list-style-type: none"> <li>• I will use the illustrations and details in a text to describe its key ideas.</li> </ul>	Details Describe Key ideas	RWM: p. 91-92 NRP <a href="http://www.readingrockets.org/article/5765/">http://www.readingrockets.org/article/5765/</a>		
Spelling				Spelling	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Words with short e, long e, e, ee, ea	WTW (WW) Sort 16

Grammar				Grammar	T	
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.	<ul style="list-style-type: none"> <li>I will use affixes as a clue to the meaning of a word</li> </ul>	Affixes		Affixes	each Selected Materials for Grammar Study.	
Writing				Writing J – 30	J – L 30 Weekly Plan T388-T389	(OPTIONAL) Daily Writing Prompts T388-T389
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.)	<ul style="list-style-type: none"> <li>I will write an opinion piece to introduce the topic or name the book.</li> <li>I will state an opinion,</li> <li>I will supply a reason for the opinion.</li> <li>I will write a conclusion to my opinion piece.</li> </ul>	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 <a href="http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf">http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf</a> <a href="http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS">http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS</a>	Write to Respond: Opinion Paragraph  Focus Trait: Organization	<p><u>Day 1</u> T405 Drafting My Opinion Paragraph Projectable 29.10, 30.1 (Drafting My opinion Piece)</p> <p><u>Day 2</u> T427 Introduce the Focus Trait: Organization Projectable 30.5 PB: Vol. 2, p. 200</p> <p><u>Day 3</u> T437 Using the Right Adjectives PB: Vol. 2, p. 204</p> <p><u>Day 4</u> T447 Using Exclamations</p> <p><u>Day 5</u> T454-T455 Revising and Proofreading Projectable 30.10 (Revising Tara's Draft)</p>	

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary: Author Study				Teacher selected materials for Vocabulary during Author Study.		
<ul style="list-style-type: none"><li>Teachers may choose standards that best match their Author Study.</li><li>Refer to FSPS Vocabulary Instruction Guidelines K-6.</li></ul>						
Phonemic Awareness & Word Work/Phonics				Phonics  Words with short e, long e, short ea, long ea	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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179			
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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension: Author Study				Teacher Selected Materials for Author Study.		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their Author Study.</li></ul>						
Spelling				Spelling  Words with short e, long e, short ea, long ea	WTW (WW) – Sort 17	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.						
Grammar				Grammar  Root Words & Inflectional Forms	Teacher Selected Materials for Grammar Study	
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).	<ul style="list-style-type: none"><li>I will identify root words</li></ul>	Root words	TRS: p. 491-493			
Writing				Writing  Opinion		
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.)	<ul style="list-style-type: none"><li>I will write an opinion piece to introduce the topic or name the book.</li><li>I will state an opinion,</li><li>I will supply a reason for the opinion.</li><li>I will write a conclusion to my opinion piece.</li></ul>	Opinion Reason Closure	PPW: p. 164-167, 182-185 MM2-3: p.132-133 <a href="http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf">http://www.missionliteracy.com/page79/page80/page82/assets/Opinion%20Writing%20Unit%202nd%20grade%20Lin%20Bush.pdf</a> <a href="http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS">http://2011elaworkshop.wikispaces.com/Writing+Resources+to+Support+CCSS</a>			

COMMON CORE STATE STANDARDS	OBJECTIVE	ESSENTIAL VOCABULARY	RESOURCES	LESSON FOCUS	MATERIALS, EXPLANATIONS & EXAMPLES	ASSESSMENTS
Daily Language/Vocabulary: Research Connections				Teacher Selected Materials for Research Connections		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their research connections genre.</li><li>Suggested Comprehension Strategies and skills: Compare and Contrast Narrative and Informational texts &amp; Question</li><li>Refer to FSPS Research Connections Criteria</li><li>Refer to FSPS Vocabulary Guidelines K-6</li></ul>						
Phonemic Awareness & Word Work/Phonics				Phonics	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.	<ul style="list-style-type: none"><li>I will decode one-syllable words.</li></ul>	Syllable	TRS: Chapter 6 TRS: p. 179	Short i, long i- iCe, igh, y		
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.	<ul style="list-style-type: none"><li>I will recognize irregularly spelled words.</li><li>I will read irregularly spelled words.</li></ul>	Recognize Irregularly	TRS: Chapter 6 TRS: Chapter 7			
Comprehension: Research Connections				Teacher Selected Materials for Research Connections		
<ul style="list-style-type: none"><li>Teacher may choose standards that best match their research connections genre.</li><li>Suggested Comprehension Strategies and skills: Compare and Contrast Narrative and Informational texts &amp; Question</li><li>Refer to FSPS Research Connections Criteria</li></ul>						
Spelling				Phonics	WTW (WW) Sort 22	
Refer To Ongoing CCSS Grade 1 for CC.L.1.2d when teaching spelling.				Short i, long i- iCe, igh, y		
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.1.1j Produce and expand complete simple and compound <u>declarative</u> , <u>interrogative</u> , <u>imperative</u> , and exclamatory sentences in response to prompts.	<ul style="list-style-type: none"><li>I will produce simple declarative sentences in response to prompts.</li><li>I will produce simple interrogative sentences in response to prompts.</li></ul>	Declarative Interrogative Imperative Exclamatory Simple sentences	MI Is That a Fact? IW Appendix C <a href="http://www.readingrockets.org/article/27876/">http://www.readingrockets.org/article/27876/</a> <a href="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/sentence-quest-using-parts-6.html?tab=1#tabs</a>	Examine Compound Sentence		

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	<ul style="list-style-type: none"> <li>• I will produce simple imperative sentences in response to prompts.</li> </ul>				
<b>Writing</b>				<u><b>Research Connections</b></u> Correlate Writing Piece/Product to Research Topic	

**END OF 4<sup>TH</sup> QUARTER**