

# Week 1: August 10 - 12

**Theme:** Routines & Procedures  
**Essential Question:**

**Benchmarks Covered:**

**Reading**  
ELA.1.R.4: Identify stanzas and line breaks in poems.

**Science/Social Studies:**

**Social Studies (Classroom and School Rules and Routines)**  
**SS.1.C.1.1** Explain the purpose of rules and laws in the school and community  
**SS.1.C.1.2** Give examples of people who have the power and authority to make and enforce rules and laws in the school and community  
**SS.1.C.1.3** Give examples of the use of power without authority in the school and community  
**SS.1.C.2.1** Explain the rights and responsibilities students have in the school community  
**SS.1.C.2.2** Describe the characteristics of responsible citizenship in the school community  
**SS.1.C.2.3** Identify ways students can participate in the betterment of their school and community  
**SS.1.C.3.1** Explain how decisions can be made or how conflicts might be resolved in fair and just ways  
**SS.1.C.2.4** Show respect and kindness to people and animals

**Foundational Skills:**

**Print Concepts**  
**ELA.K.F.1.1(c)**- Match print to speech to demonstrate that language is represented by text.  
**ELA.K.F.1.1 (e)**- Move top to bottom and left to right

**Reading Whole Group**

**Objective:** Smooth transitions, building good listening habits, reader's workshop, respectful conversations, establishing workstations, establishing student roles.

**Materials:**  
**Big Book Read Aloud:**  
 "Going to the Beach" (Review and Routines)  
 "At the Seaside"  
 (Review and Routines)

**Vocabulary:** Vocabulary in context of rules and/or stories

**Writing/Response Literature:**

Complete Sentences/Handwriting

**Grammar**

Conventions/ SWAG

**Saxon:**

Screeners

**Assessments**

[Cold Read Practice 1](#)

## Week 2: August 15-19

**Theme:** Routines & Procedures  
**Essential Question:**

### Benchmarks Covered:

**Reading**  
ELA 1.R.2.1- Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations, to demonstrate understanding of texts

### Science/Social Studies:

**SS.1.C.1.1** Explain the purpose of rules and laws in the school and community  
**SS.1.C.1.2** Give examples of people who have the power and authority to make and enforce rules and laws in the school and community  
**SS.1.C.1.3** Give examples of the use of power without authority in the school and community  
**SS.1.C.2.1** Explain the rights and responsibilities students have in the school community  
**SS.1.C.2.2** Describe the characteristics of responsible citizenship in the school community  
**SS.1.C.2.3** Identify ways students can participate in the betterment of their school and community  
**SS.1.C.3.1** Explain how decisions can be made or how conflicts might be resolved in fair and just ways  
**SS.1.C.2.4** Show respect and kindness to people and animals

### Foundational Skills:

**Print Concepts**  
**ELA K.F.1.1(c)**- Match print to speech to demonstrate that language is represented by text.  
**ELA.K.F.1.1 (e)**- Move top to bottom and left to right

### Reading Whole Group

**Objective:** Smooth transitions, building good listening habits, reader's workshop, respectful conversations, establishing workstations, establishing student roles.

**Materials:**  
 "Our Family Stories"  
 (Review and Routines)

**Vocabulary:** Vocabulary in context of rules and/or stories

### Writing/Response Literature:

Complete Sentences/Handwriting

### Grammar

Conventions/ SWAG

### Saxon:

Lesson 1-5

**Sight Words:** the, of, and, an, to

### Assessments

[Cold Read Practice 1](#)   [Cold Read Practice 2](#)

## Week 3: August 22-26

**Theme:** Routines & Procedures  
**Essential Question:**

### Benchmarks Covered:

**Reading**

ELA.1.R.4: Identify stanzas and line breaks in poems.

### Science/Social Studies:

**SS.1.C.1.1** Explain the purpose of rules and laws in the school and community  
**SS.1.C.1.2** Give examples of people who have the power and authority to make and enforce rules and laws in the school and community  
**SS.1.C.1.3** Give examples of the use of power without authority in the school and community  
**SS.1.C.2.1** Explain the rights and responsibilities students have in the school community  
**SS.1.C.2.2** Describe the characteristics of responsible citizenship in the school community  
**SS.1.C.2.3** Identify ways students can participate in the betterment of their school and community  
**SS.1.C.3.1** Explain how decisions can be made or how conflicts might be resolved in fair and just ways  
**SS.1.C.2.4** Show respect and kindness to people and animals

### Foundational Skills:

**Print Concepts**

**ELA.K.F.1.1(c)**- Match print to speech to demonstrate that language is represented by text.  
**ELA.K.F.1.1 (e)**- Move top to bottom and left to right

### Reading Whole Group

**Objective:** Smooth transitions, building good listening habits, reader's workshop, respectful conversations, establishing workstations, establishing student roles.

**Materials:**  
Big Book Read Aloud:  
"Making Bridges" (Review and Routines)

**Vocabulary:** Vocabulary in context of rules and/or stories

### Writing/Response Literature:

Complete Sentences/Handwriting

### Grammar

Conventions/ SWAG

### Saxon:

Lesson 6-10

**Sight Words:** in, is, you, that, it

### Assessments

[Cold Read Practice 3](#)

## Week 4: Aug 29-Sep 2

### Unit 1 Week 1

**Theme:** Plants and Animals Grow and Change

**Essential Question:** Why do living things change?

#### Benchmarks Covered:

**Spotlight Benchmark**

**ELA.1.R.2.2- Identify the topic and relevant details in a text**

ELA 1.R.3.2- Retell a text in oral or written form to enhance comprehension

#### Science/Social Studies:

**Science Topics:** -Earth Structures, Organization & Development & Living Organisms, Heredity and Reproduction, Interdependence

**Science Standards:**

**SC.1.E.6.1** Recognize that water, rocks, soil, and living organisms are found on Earth's surface

**SC.1.E.6.2** Describe the need for water & how to be safe around water.

**SC.1.L.14.1** Make observations of living things & their environment using the five senses

**SC.1.L.14.2** Identify the major parts of plants, including stem, roots, leaves, and flowers.

**SC.1.L.14.3** Differentiate between living and nonliving thing

**SC.1.L.16.1** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

**SC.1.L.17.1** Through observation, recognize that all plants & animals, including humans, need the basic necessities of air, water, food, & space.

#### Foundational Skills:

**Print Concepts**

**ELA K.F.1.1(c)**- Match print to speech to demonstrate that language is represented by text.

**ELA.K.F.1.1 (e)**- Move top to bottom and left to right

**Phonological Awareness**

Rhyme, Phoneme blending, segmentation

**ELA 1.F.1.2 ( a, b)**

**ELA.K.F.1.2 (b)** Identify and produce alliterative and rhyming words

**Fluency**

**ELA 1.F.1.4**-Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

### Reading Whole Group

**Objective:**

Students will be able to identify the topic and relevant details.

**Materials:**

**Whole Group Read Aloud:**

"The Amazing Life Cycle of a Frog" (Mentor Read Aloud Big Book)

"The Fox and the Robin"  
(Mentor Read Aloud Big Book)

**Vocabulary:** change, grow, life cycle, living things

[Unit 1 Vocab](#)

*Refer to Vocabulary Development of each unit for tiered vocabulary*

#### Writing/Response Literature:

Conventions/SWAG

#### Grammar

Nouns

**ELA.1.C.3** Common and Proper Nouns (I)

#### Saxon:

Lesson 11-15

**Sight Words:** he, was, for, on, are

### Assessments

[Unit 1 Week 1-Cold Read](#)

[Phonics Assessment 1](#)

# Week 5: September 5-9 (Monday No School)

## Unit 1 Week 2

**Theme:** Plants and Animals Grow and Change  
**Essential Question:** Why do living things change?

### Benchmarks Covered:

**Spotlight Benchmark**

**ELA.1.R.2.1**- Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations, to demonstrate understanding of texts

**ELA.1.R.2.2**- Identify the topic and relevant details in a text  
 b. Use topic and important details for an informational text.

**ELA.1.R.3.2**- Retell a text in oral or written form to enhance comprehension

### Science/Social Studies:

**Science Topics:** -Earth Structures, Organization & Development & Living Organisms, Heredity and Reproduction, Interdependence

**Science Standards:**

**SC.1.E.6.1** Recognize that water, rocks, soil, and living organisms are found on Earth's surface

**SC.1.E.6.2** Describe the need for water & how to be safe around water.

**SC.1.L.14.1** Make observations of living things & their environment using the five senses

**SC.1.L.14.2** Identify the major parts of plants, including stem, roots, leaves, and flowers.

**SC.1.L.14.3** Differentiate between living and nonliving thing

**SC.1.L.16.1** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

**SC.1.L.17.1** Through observation, recognize that all plants & animals, including humans, need the basic necessities of air, water, food, & space.

### Foundational Skills:

**Following Conventions**

Periods, exclamation marks, question marks  
 Italics

**Phonological Awareness**

Phoneme categorization, blending, segmentation

**ELA 1.F.1.2 ( a, b)**

**Fluency**

Intonation  
 ELA 1.F.1.4- Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

## Reading Whole Group

**Objective:**

Students will use text features to build knowledge.

**Materials:**

**Whole Group Read Aloud:**

"An Oak Tree has a Life Cycle?"(Big Book)

**Vocabulary:** change, grow, life cycle, living things

[Unit 1 Vocab](#)

*Refer to Vocabulary Development of each unit for tiered vocabulary*

### Writing/Response Literature:

Conventions/SWAG

### Grammar

**ELA.1.C.3** Common and Proper Nouns (I)

### Saxon:

Lesson 16-20

**Sight Words:** as, with, his, they, end

## Assessments

[Spelling Test 1](#)    [Unit 1 Week2 Cold Read](#)

# Week 6: September 12-16 (Wednesday Half Day-Teacher Planning Day)

## Unit 1 Week 3

**Theme:** Plants and Animals Grow and Change  
**Essential Question:** Why do living things change?

### Benchmarks Covered:

**Spotlight Benchmark**

**ELA 1.R.3.2- Retell a text in oral or written form to enhance comprehension**

### Science/Social Studies:

**Science Topics:** -Earth Structures, Organization & Development & Living Organisms, Heredity and Reproduction, Interdependence  
**Science Standards:**  
**SC.1.E.6.1** Recognize that water, rocks, soil, and living organisms are found on Earth's surface  
**SC.1.E.6.2** Describe the need for water & how to be safe around water.  
**SC.1.L.14.1** Make observations of living things & their environment using the five senses  
**SC.1.L.14.2** Identify the major parts of plants, including stem, roots, leaves, and flowers.  
**SC.1.L.14.3** Differentiate between living and nonliving thing  
**SC.1.L.16.1** Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.  
**SC.1.L.17.1** Through observation, recognize that all plants & animals, including humans, need the basic necessities of air, water, food, & space.

### Foundational Skills:

**Following Conventions**  
 Periods, exclamation marks, question marks  
 Italics  
**Phonological Awareness**  
 Phoneme categorization, blending, segmentation  
**ELA 1.F.1.2 ( a, b)**  
**Fluency**  
 Intonation  
 ELA 1.F.1.4- Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

## Reading Whole Group

**Objective:**  
 Objective: Students will be able to orally retell a text to demonstrate understanding.

**Materials:**  
**Whole Group Read Aloud:**  
 "The Ugly Duckling" (Big Book)

**Vocabulary:** change, grow, life cycle, living things  
[Unit 1 Vocab](#)  
*Refer to Vocabulary Development of each unit for tiered vocabulary*

### Writing/Response Literature:

Conventions/SWAG

### Grammar

**ELA.1.C.3** Common and Proper Nouns (I)

### Saxon:

Lesson 21-25  
**Sight Words:** at, be, this, have, from

## Assessments

[Unit 1 week 3 Cold Read](#)

[Phonics Assessment 2](#)

[Proper Nouns](#)

# Week 7: September 19-23

## Unit 2 Week 1

**Theme:** Many Kinds of Characters

**Essential Question:** How do we learn about characters?

### Benchmarks Covered:

### Science/Social Studies:

### Foundational Skills:

**Spotlight Benchmark**

**ELA.1.R.1.1- Identify and describe the main story elements in a story (see clarification 2)**

**ELA 1.R.3.2-** Retell a text in oral or written form to enhance comprehension

**Science Standards:**

**SC.1.L.14.1** Make observations of living things & their environment using the five senses

**SC.1.L.17.1** Through observation, recognize that all plants & animals, including humans, need the basic necessities of air, water, food, & space.

**Social Studies Topics:** U.S. History

**Social Studies Standard:**

**SS.1.A.2.4** Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility

Rhyming words, blending, segmenting

**ELA 1.F.1.2 ( a, b)**

**ELA.K.F.1.2 (b)** Identify and produce alliterative and rhyming words

**Fluency**

Phrasing

**ELA 1.F.1.4-** Read grade level texts with accuracy, automaticity, and appropriate prosody and expression

### Reading Whole Group

**Objective:**

Objective:  
Students will be able to identify and describe characters.

**Materials:**

**Whole Group Read Aloud:**

“The Ant and the Grasshopper” (Big Book)  
“Little Red Riding Hood” (Mentor Read Aloud Big Book)

**Vocabulary:** Choices, Solution, Challenge, Lesson

[Unit 2 Vocab](#)

*Refer to Vocabulary Development of each unit for tiered vocabulary*

### Writing/Response Literature:

### Grammar

### Saxon:

Narrative

**ELA.1.C.1.2** Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

**ELA.1.C.3** Form and use complete simple sentences

Lesson 26-30

**Sight Words:** or, one, eye, by, word

### Assessments

[Unit 2 Week 1 Cold Read](#)

[Spelling Test 2](#)

# Week 8: September 26-30

## Unit 2 Week 2

**Theme:** Many Kinds of Characters

**Essential Question:** How do we learn about characters?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark</b>  <b>ELA.1.R.1.1- Identify and describe the main story elements in a story (clarification 1)</b></p> <p>ELA 1.R.3.2 Retell a text in oral or written form to enhance comprehension</p>	<p><b>Science Standards:</b>  <b>SC.1.L.14.1</b> Make observations of living things &amp; their environment using the five senses  <b>SC.1.L.17.1</b> Through observation, recognize that all plants &amp; animals, including humans, need the basic necessities of air, water, food, &amp; space.  <b>Social Studies Topics:</b> U.S. History  <b>Social Studies Standard:</b>  <b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility</p>	<p><b>Following Conventions</b>                      Punctuation and Quotations  <b>ELA.1.C.3.1-</b> Follow the rules of standard grammar, punctuation, capitalization, and spelling appropriate to grade level.  <b>Phonological Awareness</b>                      Rhyming words, blending, segmenting  <b>ELA 1.F.1.2 ( a, b)</b>  <b>ELA.K.F.1.2 (b)</b> Identify and produce alliterative and rhyming words  <b>Fluency</b>                      Expression and Self Correcting  <b>ELA 1.F.1.4-</b> Read grade level texts with accuracy, automaticity, and appropriate prosody and expression</p>

### Reading Whole Group

<p><b>Objective:</b>                      Students will be able to identify and describe story elements.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>                      "Wolfie the Bunny" (Big Book)</p>	<p><b>Vocabulary:</b> Choices, Solution, Challenge, Lesson <a href="#">Unit 2 Vocab</a> Refer to Vocabulary Development of each unit for tiered vocabulary</p>
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Writing/Response Literature:	Grammar	Saxon:
<p>Narrative  <b>ELA.1.C.1.2</b> Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p><b>ELA.1.C.3</b> Form and use complete simple sentences</p>	<p>Lesson 31-35   <b>Sight Words:</b> put, only, what, all, were</p>

### Assessments

[Unit 2 Week 2 Cold Read](#)    [Phonics Assessment 3](#)

# Week 9: October 3-7

## Unit 2 Week 3

**Theme:** Many Kinds of Characters

**Essential Question:** How do we learn about characters?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA 1.R.3.2- Retell a text in oral or written form to enhance comprehension</b></p> <p><b>ELA.1.R.1.1-</b> Identify and describe the main story elements in a story</p>	<p><b>Science Standards:</b>  <b>SC.1.L.14.1</b> Make observations of living things &amp; their environment using the five senses.  <b>SC.1.L.17.1</b> Through observation, recognize that all plants &amp; animals, including humans, need the basic necessities of air, water, food, &amp; space.  <b>Social Studies Topics:</b> U.S. History  <b>Social Studies Standard:</b>  <b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility</p>	<p><b>Following Conventions</b>                      Punctuation  <b>ELA.1.C.3.1-</b> Follow the rules of standard grammar, punctuation, capitalization, and spelling appropriate to grade level.  <b>Phonological Awareness</b>                      Blending, Categorization, Substitution  <b>ELA.K.F.1.2 (e)</b> - Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.  <b>ELA 1.F.1.2 (b)</b> Orally blend initial, medial, and final phonemes together to produce a single syllable word that includes digraphs, blends, or trigraphs.  <b>Fluency</b>                      Expression  <b>ELA 1.F.1.4-</b> Read grade level texts with accuracy, automaticity, and appropriate prosody and expression</p>

### Reading Whole Group

<p><b>Objective:</b>                      Objective: Students will be able to retell a text using the story elements. (BME)</p>	<p><b>Materials:</b>                      "Abuelita's Secret" (Big Book)</p>	<p><b>Vocabulary:</b> Choices, Solution, Challenge, Lesson  <a href="#">Unit 2 Vocab</a> Refer to Vocabulary Development of each unit for tiered vocabulary</p>
<p><b>Writing/Response Literature:</b></p>	<p><b>Grammar</b></p>	<p><b>Saxon:</b></p>
<p>Narrative  <b>ELA.1.C.1.2</b> Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p><b>ELA.1.C.3</b> Form and use complete simple sentences</p>	<p>Lesson 36-40   <b>Sight Words:</b> we, when, your, any, said</p>

### Assessments

[Unit 2 Week 3 Cold Read](#)

[Spelling Test 3](#)

[Form and Use Complete Sentences](#)

# Week 10: October 10-14, 2022

## Unit 3 Week 1

Theme: Government and Citizenship Being a Good Community Member

Essential Question: Why do people get involved in their communities?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA. 1. R. 2.2. Identify the topic of and relevant details in a topic.</b></p> <p>ELA.1.R.3.2.b.I Use topic and important details for an informational text.</p> <p>ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of the texts.</p>	<p style="text-align: center;"><b>Social Studies Topics:</b> Government and Citizenship, U.S. History</p> <p><b>Social Studies Standards:</b></p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places  <b>SS.1.A.2.2</b> Compare life now with life in the past  <b>SS.1.A.2.3</b> Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation’s ethnic heritage  <b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility  <b>SS.1.A.2.5</b> Distinguish between historical fact and fiction using various materials  <b>SS.1.C.1.1</b> Explain the purpose of rules and laws in the school and community  <b>SS.1.C.1.2</b> Give examples of people who have the power and authority to make and enforce rules and laws in the school and community  <b>SS.1.C.1.3</b> Give examples of the use of power without authority in the school and community  <b>SS.1.C.2.1</b> Explain the rights and responsibilities students have in the school community  <b>SS.1.C.2.2</b> Describe the characteristics of responsible citizenship in the school community  <b>SS.1.C.2.3</b> Identify ways students can participate in the betterment of their school and community  <b>SS.1.C.3.1</b> Explain how decisions can be made or how conflicts might be resolved in fair and just ways  <b>SS.1.C.2.4</b> Show respect and kindness to people and animals  <b>SS.1.C.3.2</b> Recognize symbols and individuals that represent American constitutional democracy</p>	<p style="text-align: center;"><b>Communication</b></p> <p><b>ELA.1.C.3.1</b> Follow the rules of standard English grammar, punctuation, capitalization, &amp; spelling appropriate to grade level.</p> <p style="text-align: center;"><b>Foundational Skills</b></p> <p><b>ELA. 1.F.1.2.a</b> segment spoken words into initial, medial, and final phonemes including words with digraphs, blends, and trigraphs</p>

### Reading Whole Group

<p><b>Objective:</b>            Objective: Students will be able to identify the topic and relevant details in a text.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>            "Hello Community Garden"  <b>Response to Literature:</b>            "Safe to Go"</p>	<p><b>Vocabulary: (explicitly teach):</b>  <b>safe, citizen, responsible, community</b>  <a href="#">Unit 3 Vocab</a></p>
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Writing/Response Literature:	Grammar	Saxon:
<p>Expository (how to writing)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b> Form and use simple verb tenses by adding the affix -ed</p>	<p>Lesson 41-45</p> <p><b>Sight Words:</b> there, use, friend, each, which</p>

### Assessments

[Unit 3 Week 1 Cold Read](#)

[Phonics Assessment 4](#)

# Week 11: October 17-21, 2022 (Monday Teacher Planning Day)

## Unit 3 Week 2

Theme: Government and Citizenship Being a Good Community Member

Essential Question: Why do people get involved in their communities?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA. 1. R. 2.2. Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of text.</b></p> <p>ELA.1.R.2.2 Identify the topic of and relevant details in a topic.</p>	<p style="text-align: center;"><b>Social Studies Topics:</b> Government and Citizenship, U.S. History</p> <p><b>Social Studies Standards:</b>  <b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places  <b>SS.1.A.2.2</b> Compare life now with life in the past  <b>SS.1.A.2.3</b> Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation’s ethnic heritage  <b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility  <b>SS.1.A.2.5</b> Distinguish between historical fact and fiction using various materials  <b>SS.1.C.1.1</b> Explain the purpose of rules and laws in the school and community  <b>SS.1.C.1.2</b> Give examples of people who have the power and authority to make and enforce rules and laws in the school and community  <b>SS.1.C.1.3</b> Give examples of the use of power without authority in the school and community  <b>SS.1.C.2.1</b> Explain the rights and responsibilities students have in the school community  <b>SS.1.C.2.2</b> Describe the characteristics of responsible citizenship in the school community  <b>SS.1.C.2.3</b> Identify ways students can participate in the betterment of their school and community  <b>SS.1.C.3.1</b> Explain how decisions can be made or how conflicts might be resolved in fair and just ways  <b>SS.1.C.2.4</b> Show respect and kindness to people and animals  <b>SS.1.C.3.2</b> Recognize symbols and individuals that represent American constitutional democracy</p>	<p style="text-align: center;"><b>Foundational Skills</b></p> <p><b>ELA. 1.F.1.2.a</b> segment spoken words into initial, medial, and final phonemes including words with digraphs, blends, and trigraphs</p> <p><b>ELA.1.F.2.b</b> Orally blend initial, medial, and final phonemes, together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</p>

### Reading Whole Group

<p><b>Objective:</b>            Objective: Students will be able to use text features to identify the topic and relevant details of a text.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>            "Being a Responsible Citizen" (Big Book)</p>	<p><b>Vocabulary: (explicitly teach):</b>  <b>safe, citizen, responsible, community</b>  <a href="#">Unit 3 Vocab</a></p>
<p><b>Writing/Response Literature:</b></p>	<p><b>Grammar</b></p>	<p><b>Saxon:</b></p>
<p>Expository (how to writing)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b> Form and use simple verb tenses by adding the affix -ed</p>	<p>Saxon Review: VCe Spelling Patterns and Contractions</p> <p><b>Sight Words:</b> she, do, how, their, school</p>

### Assessments

## Week 12: October 24-28, 2022

### Unit 3 Week 3

Theme: Government and Citizenship Being a Good Community Member

Essential Question: Why do people get involved in their communities?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension</b></p> <p>ELA. 1. R. 2.2. Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of text.</p> <p>ELA.1.R.2.2 Identify the topic of and relevant details in a topic.</p>	<p align="center"><b>Social Studies Topics:</b> Government and Citizenship, U.S. History</p> <p><b>Social Studies Standards:</b></p> <p><b>SS.1.A.2.1</b> Understand history tells the story of people and events of other times and places</p> <p><b>SS.1.A.2.2</b> Compare life now with life in the past</p> <p><b>SS.1.A.2.3</b> Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage</p> <p><b>SS.1.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility</p> <p><b>SS.1.A.2.5</b> Distinguish between historical fact and fiction using various materials</p> <p><b>SS.1.C.1.1</b> Explain the purpose of rules and laws in the school and community</p> <p><b>SS.1.C.1.2</b> Give examples of people who have the power and authority to make and enforce rules and laws in the school and community</p> <p><b>SS.1.C.1.3</b> Give examples of the use of power without authority in the school and community</p> <p><b>SS.1.C.2.1</b> Explain the rights and responsibilities students have in the school community</p> <p><b>SS.1.C.2.2</b> Describe the characteristics of responsible citizenship in the school community</p> <p><b>SS.1.C.2.3</b> Identify ways students can participate in the betterment of their school and community</p> <p><b>SS.1.C.3.1</b> Explain how decisions can be made or how conflicts might be resolved in fair and just ways</p> <p><b>SS.1.C.2.4</b> Show respect and kindness to people and animals</p> <p><b>SS.1.C.3.2</b> Recognize symbols and individuals that represent American constitutional democracy</p>	<p align="center"><b>Foundational Skills</b></p> <p><b>ELA.1.F.1.2.c</b> Blend single-syllable words with at least five phonemes</p>

### Reading Whole Group

<p><b>Objective:</b>                      Objective: Students will be able to summarize the text using the text features, topic, and details</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>                      "People Who Made Contributions" (Big Book)</p>	<p><b>Vocabulary: (explicitly teach):</b>                      safe, citizen, responsible, community  <a href="#">Unit 3 Vocab</a></p>
<p align="center"><b>Writing/Response Literature:</b></p>	<p><b>Grammar</b></p>	<p><b>Saxon:</b></p>
<p>Expository (how to writing)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b> Form and use simple verb tenses by adding the affix -ed</p>	<p>Lessons 46-50</p> <p><b>Sight Words:</b> does, goes, done, sure, don't</p>

### Assessments

## Week 13: October 31-November 4, 2022

### Unit 4 Week 1

Theme: Stories Have a Narrator

Essential Question: How do people create stories?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.1.3 Identify who is telling the story using context clues</b></p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story (characters and setting)</p> <p>ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.</p>	<p align="center"><u>Social Studies Topics:</u> Civics and Government</p> <p><b>Social Studies Standards:</b></p> <p><b>SS.1.C.2.4</b> Show respect and kindness to people and animals</p>	<p align="center"><u>Communication</u></p> <p><b>ELA.1.C.3.1</b>                      Conventions - punctuation in context: dashes, commas, quotation marks                      -periods, exclamation marks, question marks</p> <p align="center"><u>Phonological Awareness</u></p> <p><b>ELA1.F.1.2 (b, c)</b>                      Phoneme identification, blending, and substitution</p>

### Reading Whole Group

<p><b>Objective:</b>                      Students will be able to identify, with support, who is telling the story. (using clue words I, me, and my)</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>                      "The City Mouse and the Country Mouse" (Mentor Read Aloud Big Book)</p>	<p><b>Vocabulary: (explicitly teach):</b>                      realistic, fantasy, perspective, experience  <a href="#">Unit 4 Vocab</a></p>
<p align="center"><b>Writing/Response Literature:</b></p>	<p><b>Grammar</b></p>	<p><b>Saxon:</b></p>
<p>Narrative  <b>ELA.1.C.1.2</b> Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b> Use Possessives</p>	<p>Lessons 51-55</p> <p><b>Sight Words:</b> will, won't, other, about, out</p>

**Assessments**

[Cold Read Unit 4 Week 1](#) [Phonics Test 5](#)

**Week 14: November 7-11, 2022 (Friday No School)**

Unit 4 Week 2

Theme: Stories Have a Narrator

Essential Question: How do people create stories?

<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Foundational Skills:</b>
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.1.3 Identify who is telling the story using context clues</b></p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story (characters and sequence of events)</p> <p>ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.</p>	<p align="center"><u>Social Studies Topics:</u> Civics and Government</p> <p><b>Social Studies Standards:</b></p> <p><b>SS.1.C.2.4</b> Show respect and kindness to people and animals</p>	<p align="center"><u>Communication</u></p> <p><b>ELA.1.C.3.1</b>            Conventions - punctuation in context: dashes, commas, quotation marks</p> <p><b>ELA.1.C.1.1</b>            Print all upper and lowercase letters</p> <p align="center"><u>Phonological Awareness</u></p> <p><b>ELA1.F.1.2 (b)</b>            Phoneme blending, and addition</p>

**Reading Whole Group**

<p><b>Objective:</b>            Students will be able to identify who is telling the story and explain how they know (outside narrator, clue words he, she, they)</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>            "Mother Bruce" (Big Book)</p>	<p><b>Vocabulary: (explicitly teach):</b>  <b>realistic, fantasy, perspective, experience</b>  <a href="#">Unit 4 Vocab</a></p>
<p><b>Writing/Response Literature:</b></p>	<p align="center"><b>Grammar</b></p>	<p align="center"><b>Saxon:</b></p>
<p>Narrative  <b>ELA.1.C.1.2</b> Write Narratives that retell two or more appropriately sequenced events, including relevant details and a</p>	<p><b>ELA.1.C.3.1</b> Use Possessives</p>	<p>Lessons 56-60</p>

sense of closure.

**Sight Words:** many, then, them, these, says

**Assessments**

[Cold Read Unit 4 Week 2](#) [Spelling Test 5](#)

**Week 15: November 14-18, 2022**

Unit 4 Week 3

Theme: Stories Have a Narrator

Essential Question: How do people create stories?

**Benchmarks Covered:**

**Spotlight Benchmark:**  
**ELA.1.R.1.3 Identify who is telling the story using context clues (Clarification 1)**

ELA.1.R.1.1 Identify and describe the main story elements in a story (characters and sequence of events)

ELA.1.R.3.1 Identify and explain descriptive words and phrase(s) in text.

Ask and answer questions

**Science/Social Studies:**

Social Studies Topics: Civics and Government

**Social Studies Standards:**

**SS.1.C.2.4** Show respect and kindness to people and animals

**Foundational Skills:**

**Communication**

**ELA.1.C.3.1**  
Conventions - punctuation in context: dashes, commas, quotation marks

**Phonological Awareness**

**ELA1.F.1.2 (b, c)**  
Phoneme blending, identification, blending, and substitution

**Reading Whole Group**

**Objective:**

Students will be able to determine if the narrator is outside or inside of the story and explain how they know.

**Materials:**

**Whole Group Read Aloud:**  
"The Lost Kitten" (Big Book)

**Vocabulary: (explicitly teach): realistic, fantasy, perspective, experience**  
[Unit 4 Vocab](#)

**Writing/Response Literature:**

**Grammar**

**Saxon:**

Narrative  
**ELA.1.C.1.2** Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

**ELA.1.C.3.1** Use Possessives

Lessons 61-65

**Sight Words:** some, four, would, make, like

**Assessments**

[Cold Read Unit 4 Week 3](#) [Phonics Test 6](#)

**Week 16: November 28-December 2, 2022**

Unit 5 Week 1

Theme: Technology and Society

Essential Question: How can technology make a difference in our lives?

**Benchmarks Covered:**

**Spotlight Benchmark:**

**ELA.1.R.2.3** Explain similarities and differences between information provided in visuals and words in an informational text.

ELA.1.R.2.2 Identify the topic and relevant details in a text.

**Science/Social Studies:**

Science Topics: Earth in Space & Time, Forces & Changes in Motion

**Science Standards:**

**SC.1.E.5.3** Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

**SC.1.P.13.1** Demonstrate that the way to change the motion of an objects is by applying a push or a pull

**Foundational Skills:**

Communication

**ELA.1.C.3.1**

End punctuation in context: commas

Phonological Awareness

**ELA1.F.1.2**

Demonstrate phoneme categorization, blending, substitution

**Reading Whole Group**

**Objective:**

Students will be able to use the visuals and the text to identify the details in an informational text. (Where did you find the detail? Visuals, text, or both).

**Materials:**

**Whole Group Read Aloud:**

"Rabbits at Work" (Mentor Read Aloud Big Book)

"What a Great Idea!" (Mentor Read Aloud Big Book)

**Unit Vocabulary (explicitly teach):**

Robots, Computer, Equipment, Technology

Refer to Vocabulary

Development of each unit for tiered vocabulary

[Unit 5 Vocabulary](#)

<b>Writing/Response Literature:</b>	<b>Grammar</b>	<b>Saxon:</b>
Expository (facts) <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.	<b>ELA.1.C.3.1</b> Use subject-verb agreement in simple sentences	Lessons 66-70 <b>Sight Words:</b> love, into, time, has, look

**Assessments**

[Cold Read Unit 5 Week 1](#)   [Spelling Test 6](#)

## Week 17: December 5-9, 2022

Unit 5 Week 2

Theme: Technology and Society

Essential Question: How can technology make a difference in our lives?

<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Foundational Skills:</b>
<p><b>Spotlight Benchmark:</b> <b>ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.</b></p> <p>ELA.1.R.2.2 Identify the topic and relevant details in a text.</p> <p>ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p>	<p><b>Science Standards:</b></p> <p><b>Science Topics:</b> Earth in Space &amp; Time, Forces &amp; Changes in Motion</p> <p><b>SC.1.E.5.3</b> Investigate how magnifiers make things appear bigger and help people see things they could not see without them.</p> <p><b>SC.1.P.13.1</b> Demonstrate that the way to change the motion of an objects is by applying a push or a pull</p>	<p><b>Communication</b> <b>ELA.1.C.3.1</b> End punctuation in context: commas</p> <p><b>Phonological Awareness</b> <b>ELA1.F.1.2</b> Demonstrate phoneme categorization, blending, substitution</p>

### Reading Whole Group

<b>Objective:</b> With support, students will be able to explain similarities and differences between information in the visuals and the text (with scaffolding).	<b>Materials:</b> <b>Whole Group Read Aloud:</b> "Working with Technology" (Big Book)	<b>Unit Vocabulary (explicitly teach):</b> Robots, Computer, Equipment, Technology <i>Refer to Vocabulary Development of each unit for tiered vocabulary</i>
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**Writing/Response Literature:**

**Grammar**

**Saxon:**

Expository (facts)  
**ELA.1.C.1.4** Write expository texts about a topic, using a source, providing facts and a sense of closure.

**ELA.1.C.3.1** Use subject-verb agreement in simple sentences

Lessons 71-75

**Sight Words:** two, more, write, mother, see

**Assessments**

[Cold Read Unit 5 Week 2](#) [Phonics Test 7](#)

**Week 18: December 12-16, 2022**

Unit 5 Week 3

Theme: Technology and Society

Essential Question: How can technology make a difference in our lives?

**Benchmarks Covered:**

**Science/Social Studies:**

**Foundational Skills:**

**Spotlight Benchmark:**  
**ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.**

ELA.1.R.2.2 Identify the topic and relevant details in a text.

Science Topics: Earth in Space & Time, Forces & Changes in Motion

**Science Standards:**

**SC.1.E.5.3** Investigate how magnifiers make things appear bigger and help people see things they could not see without them.

**SC.1.P.13.1** Demonstrate that the way to change the motion of an objects is by applying a push or a pull

Communication

**ELA.1.C.q.1**

Capital Letters

Phonological Awareness

**ELA1.F.1.2**

Demonstrate phoneme categorization, blending, substitution

<b>Objective:</b> Students will be able to use details from visuals and text in order to describe story elements.	<b>Materials:</b> <b>Whole Group Read Aloud:</b> "Technology Breakdown" (Big Book)	<b>Unit Vocabulary (explicitly teach):</b> Robots, Computer, Equipment, Technology <i>Refer to Vocabulary Development of each unit for tiered vocabulary</i> <a href="#">Unit 5 Vocabulary</a>
<b>Writing/Response Literature:</b>	<b>Grammar</b>	<b>Saxon:</b>
Expository (facts) <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.	<b>ELA.1.C.3.1</b> Use subject-verb agreement in simple sentences	Lessons 76-80  <b>Sight Words:</b> today, brought, should, thought, something
<b>Assessments</b>		
<a href="#">Cold Read Unit 5 Week 3</a> <a href="#">Spelling Test 7</a>		
<b>Week 19: December 19-23, 2022</b>		
Christmas Review Week		
<b>Benchmarks Covered:</b>	<b>Science/Social Studies:</b>	<b>Foundational Skills:</b>
<b>Christmas Review Week</b>	Christmas Review Week	Christmas Review Week

Reading Whole Group

Christmas Review Week

Christmas Review Week

Christmas Review Week

**Writing/Response Literature:**

**Grammar**

**Saxon:**

Christmas Review Week

**Christmas Review Week**

Saxon Review  
**Sight Words:** number, no, way, could, people

Assessments

Week 19: January 9-13, 2023 (Monday- Teacher Planning Day)

Unit 6 Week 1

Theme: Stories Teach Many Lessons

Essential Question: What can we learn from a mistake?

**Benchmarks Covered:**

**Science/Social Studies:**

**Foundational Skills:**

<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.1.1 Identify and explain the moral of a story.</b></p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story.</p> <p>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main story elements at the beginning, middle, and end for a literary text.</p>	<p style="text-align: center;"><b>Science Topics:</b> Properties of Matter</p> <p><b>Science Standards:</b>  <b>SC.1.P.8.1</b> Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float</p>	<p style="text-align: center;"><b>Communication</b>  <b>ELA.1.C.3.1</b>  Punctuation in context: dashes, colons, quotation marks, periods, question marks, exclamation points</p> <p style="text-align: center;"><b>Phonological Awareness</b>  <b>ELA1.F.1.2</b>  Demonstrate phoneme categorization, blending, substitution</p>
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**Reading Whole Group**

<p><b>Objective:</b>  Students will be able to identify the lesson (moral) learned by the main character</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "The Boy Who Cried Wolf" (Mentor Read Aloud Big Book)    "The Ant and the Pigeon" (Mentor Read Aloud Big Book)</p>	<p><b>Unit Vocabulary (explicitly teach):</b> strength, problem, teamwork, cleverness  <a href="#">Unit 6 Vocab</a>  Refer to Vocabulary Development of Teacher Guide for tired vocabulary</p>
<p style="text-align: center;"><b>Writing/Response Literature:</b></p>	<p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>Saxon:</b></p>
<p>Opinion  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use apostrophes to form contractions (introduce)  Appropriately use pronouns.</p>	<p>Lessons 81-85  <b>Sight Words:</b> my, than, first, water, been</p>

**Assessments**

[Cold Read Unit 6 Week 1](#)   [Phonics Test 8](#)

**Week 20: January 16-20, 2023 (No School Monday)**

Unit 6 Week 2  
**Theme:** Stories Teach Many Lessons  
**Essential Question:** What can we learn from a mistake?

<p><b>Benchmarks Covered:</b></p>	<p style="text-align: center;"><b>Science/Social Studies:</b></p>	<p style="text-align: center;"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.1.1 Identify and explain the moral of a story.</b></p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story.</p> <p>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main story elements at the beginning, middle, and end for a literary text.</p>	<p style="text-align: center;"><b>Science Topics:</b> Properties of Matter</p> <p><b>Science Standards:</b>  <b>SC.1.P.8.1</b> Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float</p>	<p style="text-align: center;"><b>Communication</b>  <b>ELA.1.C.3.1</b>  Punctuation in context: dashes, colons, quotation marks, periods, question marks, exclamation points</p> <p style="text-align: center;"><b>Phonological Awareness</b>  <b>ELA1.F.1.2</b>  Demonstrate phoneme categorization, blending, substitution</p>
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**Reading Whole Group**

<p><b>Objective:</b>  Students will be able to identify the moral learned by the main character</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "When Turtle Grew Feathers" (Big Book)</p>	<p><b>Unit Vocabulary (explicitly teach):</b> strength, problem, teamwork, cleverness  <a href="#">Unit 6 Vocab</a>  Refer to Vocabulary Development of Teacher Guide for tired vocabulary</p>
<p style="text-align: center;"><b>Writing/Response Literature:</b></p>	<p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>Saxon:</b></p>
<p>Opinion  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use apostrophes to form contractions (introduce)  Appropriately use pronouns.</p>	<p>Lessons 86-90  <b>Sight Words:</b> called, who, another, learn, now</p>

**Assessments**

[Cold Read Unit 6 Week 2](#)   [Spelling Test 8](#)

**Week 21: January 23-27, 2023**

Unit 6 Week 3  
**Theme:** Stories Teach Many Lessons  
**Essential Question:** What can we learn from a mistake?

<p><b>Benchmarks Covered:</b></p>	<p style="text-align: center;"><b>Science/Social Studies:</b></p>	<p style="text-align: center;"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.1.1 Identify and explain the moral of a story.</b></p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story.</p> <p>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main story elements at the beginning, middle, and end for a literary text.</p>	<p style="text-align: center;"><b>Science Topics:</b> Properties of Matter</p> <p><b>Science Standards:</b>  <b>SC.1.P.8.1</b> Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float</p>	<p style="text-align: center;"><b>Communication</b>  <b>ELA.1.C.3.1</b>  Punctuation in context: dashes, colons, quotation marks, periods, question marks, exclamation points</p> <p style="text-align: center;"><b>Phonological Awareness</b>  <b>ELA1.F.1.2</b>  Demonstrate phoneme categorization, blending, substitution</p>
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**Reading Whole Group**

<p><b>Objective:</b>  Students will be able to retell a story including the moral of the story (if there is a moral).</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "Tall and Small Play Ball" (Big Book)</p>	<p><b>Unit Vocabulary (explicitly teach):</b> strength, problem, teamwork, cleverness  <a href="#">Unit 6 Vocab</a>  Refer to Vocabulary Development of Teacher Guide for tired vocabulary</p>
<p><b>Writing/Response Literature:</b></p>	<p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>Saxon:</b></p>
<p>Opinion  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use apostrophes to form contractions (introduce)  Appropriately use pronouns.</p>	<p>Lessons 91-95  <b>Sight Words:</b> find, long, down, day, early</p>

**Assessments**

[Cold Read Unit 6 Week 3](#)   [Phonics Test 9](#)

**Week 22: January 30-February 3, 2023**

Unit 7 Week 1

Theme: Past, Present and Future

Essential Question: Why is the past important?

<p><b>Benchmarks Covered:</b></p>	<p style="text-align: center;"><b>Science/Social Studies:</b></p>	<p style="text-align: center;"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</b></p> <p>ELA.1.R.2.2 Identify the topic and relevant details in a text.</p>	<p><b>Science Topics:</b> -Earth in Space &amp; Time, Earth Structures, Motion of Objects</p> <p><b>Science Standards:</b>  <b>SC.1.E. 5.1</b> Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.  <b>SC.1.E.6.2</b> Describe the need for water and how to be safe around water  <b>SC.1.P.12.1</b> Demonstrate &amp; describe describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round - and- round, fast and slow</p> <p><b>Social Studies Topics:</b> Historical Knowledge</p> <p><b>Social Studies Standards:</b>  <b>SS.A.2.1</b> Understand history tells the story of people 7 events of other times &amp; places  <b>SS.A.2.2</b> Compare life now with the past  <b>SS.A.2.3</b> Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage  <b>SS.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility  <b>SS.A.2.5</b> Distinguish between historical fact and fiction using various materials  <b>SS.C.1.3.2</b> Recognize symbols &amp; individuals that represent American constitutional democracy</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Onomatopoeia, Sound Words</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
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**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to explain how text and graphic features help me to understand the text.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "School Days" (Mentor Read Aloud Big Book)    "The Story of the White House" (Mentor Read Aloud Big Book)</p>	<p><b>Academic Vocabulary (explicitly teach):</b> future, past, present, events  <a href="#">Unit 7 Vocab</a>  Refer to Vocabulary Development page for tiered vocabulary</p>
<p><b>Writing/Response Literature:</b></p>	<p align="center"><b>Grammar</b></p>	<p align="center"><b>Saxon:</b></p>
<p>Expository (facts)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use Commas in a Series (Introduction)</p>	<p>Lessons 96-100  <b>Sight Words:</b> heard, come, made, may, part</p>

**Assessments**

[Cold Read Unit 7 Week 1](#)   [Spelling Test 9](#)

**Week 23: February 6-10, 2023**

Unit 7 Week 2

Theme: Past, Present and Future

Essential Question: Why is the past important?

<p><b>Benchmarks Covered:</b></p>	<p align="center"><b>Science/Social Studies:</b></p>	<p align="center"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.</b></p> <p>ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p> <p>ELA.1.R.2.2 Identify the topic and relevant details in a text.</p>	<p><b>Science Topics:</b> -Earth in Space &amp; Time, Earth Structures, Motion of Objects</p> <p><b>Science Standards:</b>  <b>SC.1.E. 5.1</b> Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.  <b>SC.1.E.6.2</b> Describe the need for water and how to be safe around water  <b>SC.1.P.12.1</b> Demonstrate &amp; describe describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round - and- round, fast and slow</p> <p><b>Social Studies Topics:</b> Historical Knowledge</p> <p><b>Social Studies Standards:</b>  <b>SS.A.2.1</b> Understand history tells the story of people 7 events of other times &amp; places  <b>SS.A.2.2</b> Compare life now with the past  <b>SS.A.2.3</b> Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage  <b>SS.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility  <b>SS.A.2.5</b> Distinguish between historical fact and fiction using various materials  <b>SS.C.1.3.2</b> Recognize symbols &amp; individuals that represent AMerican constitutional democracy</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Onomatopoeia, Sound Words</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
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**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to distinguish between information provided in visuals and texts (timelines).</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "Using Timelines" (Big Book)</p>	<p><b>Academic Vocabulary (explicitly teach):</b> future, past, present, events  <a href="#">Unit 7 Vocab</a>  Refer to Vocabulary Development page for tiered vocabulary</p>
<p><b>Writing/Response Literature:</b></p>	<p align="center"><b>Grammar</b></p>	<p align="center"><b>Saxon:</b></p>
<p>Expository (facts)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use Commas in a Series (Introduction)</p>	<p>Lessons 101-105</p> <p><b>Sight Words:</b> bought, move, brother, answer, fought</p>

**Assessments**

[Cold Read Unit 7 Week 2](#)   [Phonics Test 10](#)

**Week 24: February 13-17, 2023**

Unit 7 Week 3

Theme: Past, Present and Future

Essential Question: Why is the past important?

<p><b>Benchmarks Covered:</b></p>	<p align="center"><b>Science/Social Studies:</b></p>	<p align="center"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</b></p> <p>ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p>ELA.1.R.2.2 Identify the topic and relevant details in a text.</p>	<p><b>Science Topics:</b> -Earth in Space &amp; Time, Earth Structures, Motion of Objects</p> <p><b>Science Standards:</b>  <b>SC.1.E. 5.1</b> Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.  <b>SC.1.E.6.2</b> Describe the need for water and how to be safe around water  <b>SC.1.P.12.1</b> Demonstrate &amp; describe describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round - and- round, fast and slow</p> <p><b>Social Studies Topics:</b> Historical Knowledge</p> <p><b>Social Studies Standards:</b>  <b>SS.A.2.1</b> Understand history tells the story of people 7 events of other times &amp; places  <b>SS.A.2.2</b> Compare life now with the past  <b>SS.A.2.3</b> Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage  <b>SS.A.2.4</b> Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility  <b>SS.A.2.5</b> Distinguish between historical fact and fiction using various materials  <b>SS.C.1.3.2</b> Recognize symbols &amp; individuals that represent AMERICAN constitutional democracy</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Onomatopoeia, Sound Words</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
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**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to explain similarities and differences between the visuals (all text features) and the words in a text.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "Statues and Monuments" (Big Book)</p>	<p><b>Academic Vocabulary (explicitly teach):</b> future, past, present, events  <a href="#">Unit 7 Vocab</a>  Refer to Vocabulary Development page for tiered vocabulary</p>
<p><b>Writing/Response Literature:</b></p>	<p align="center"><b>Grammar</b></p>	<p align="center"><b>Saxon:</b></p>
<p>Expository (facts)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use Commas in a Series (Introduction)</p>	<p>Lessons 106-110  <b>Sight Words:</b> over, new, sound, take, only</p>

**Assessments**

[Cold Read Unit 7 Week 3](#)   [Spelling Test 10](#)

**Week 25: February 21-24, 2023 (Monday No School)**

Unit 8 Week 1

Theme: Observing the Sky

Essential Question: Why do the sun and moon capture our imagination?

<p><b>Benchmarks Covered:</b></p>	<p align="center"><b>Science/Social Studies:</b></p>	<p align="center"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.3.3 Compare and contrast two texts on the same topic.</b></p> <p>ELA.1.R.1.2 Identify and explain the moral or a story.</p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story.</p>	<p style="text-align: center;"><b>Science Topics:</b> Earth in Space &amp; Time, Hereditary &amp; Reproduction</p> <p><b>Science Standards:</b>  <b>SC.1.E.5.1</b> Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.  <b>SC.1.E.5.3</b> Investigate how magnifiers make things appear bigger and help people see things they could not see without them.  <b>SC.1.E.5.4</b> Identify the beneficial and harmful properties of the Sun.  <b>SC.1.E.6.1</b> Recognize that water, rocks, soil, and living organisms are  <b>SC.1.E.6.3</b> Recognize that some things in the world around us happen fast and some happen slowly.  <b>SC.1.16.1</b> Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a Population.  <b>SC.1.P.12.1</b> Demonstrate &amp; describe describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round - and- round, fast and slow</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
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**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to, with support, compare and contrast two texts about the same topic.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "A Walk on the Moon" (Mentor Read Aloud Big Book Volume 2)</p>	<p><b>Academic Vocabulary (explicitly teach):</b> observe, explore, sky, planet  <a href="#">Unit 8 Vocab</a>  Refer to Vocabulary Development page for tiered vocabulary</p>
<p style="text-align: center;"><b>Writing/Response Literature:</b></p>	<p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>Saxon:</b></p>
<p>Expository (research)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use Interjections (Introduction)</p>	<p>Saxon Review: Vowel digraph oa, ey, au, aw, ow, ue, ea, ay, ai  Combination ar, er, ir, or, us  <b>Sight Words:</b> little, work, know, place, years</p>

**Assessments**

[Cold Read Unit 8 Week 1](#)

**Week 26: February 27-March 3, 2023**

Unit 8 Week 2  
Theme: Observing the Sky  
Essential Question: Why do the sun and moon capture our imagination?

<p><b>Benchmarks Covered:</b></p>	<p style="text-align: center;"><b>Science/Social Studies:</b></p>	<p style="text-align: center;"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.3.3 Compare and contrast two texts on the same topic.</b></p> <p>ELA.1.R.2.3 Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p>ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p> <p>ELA.1.R.2.2 Identify the topic of and relevant details in a text.</p>	<p style="text-align: center;"><b>Science Topics:</b> Earth in Space &amp; Time, Hereditary &amp; Reproduction</p> <p><b>Science Standards:</b>  <b>SC.1.E.5.1</b> Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.  <b>SC.1.E.5.3</b> Investigate how magnifiers make things appear bigger and help people see things they could not see without them.  <b>SC.1.E.5.4</b> Identify the beneficial and harmful properties of the Sun.  <b>SC.1.E.6.1</b> Recognize that water, rocks, soil, and living organisms are  <b>SC.1.E.6.3</b> Recognize that some things in the world around us happen fast and some happen slowly.  <b>SC.1.16.1</b> Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a Population.  <b>SC.1.P.12.1</b> Demonstrate &amp; describe describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round - and- round, fast and slow</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
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**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to identify and compare details from the text. The students will be able to compare and contrast two texts about the same topic.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "A Walk on the Moon"    "Night and Day"</p>	<p><b>Academic Vocabulary (explicitly teach):</b> observe, explore, sky, planet  <a href="#">Unit 8 Vocab</a>  Refer to Vocabulary Development page for tiered vocabulary</p>
<p style="text-align: center;"><b>Writing/Response Literature:</b></p>	<p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>Saxon:</b></p>
<p>Expository (research)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use Interjections (Introduction)</p>	<p>Lessons 111-115  <b>Sight Words:</b> live, world, together, give, most</p>

**Assessments**

[Cold Read Unit 8 Week 2](#)   [Phonics Test 11](#)

**Week 27: March 6-10, 2023**

Unit 8 Week 3  
**Theme:** Observing the Sky  
**Essential Question:** Why do the sun and moon capture our imagination?

<p><b>Benchmarks Covered:</b></p>	<p style="text-align: center;"><b>Science/Social Studies:</b></p>	<p style="text-align: center;"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.3.3 Compare and contrast two texts on the same topic.</b></p> <p>ELA.1.R.1.2 Identify and explain the moral of a story.</p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story.</p>	<p style="text-align: center;"><b>Science Topics:</b> Earth in Space &amp; Time, Hereditary &amp; Reproduction</p> <p><b>Science Standards:</b>  <b>SC.1.E.5.1</b> Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.  <b>SC.1.E.5.3</b> Investigate how magnifiers make things appear bigger and help people see things they could not see without them.  <b>SC.1.E.5.4</b> Identify the beneficial and harmful properties of the Sun.  <b>SC.1.E.6.1</b> Recognize that water, rocks, soil, and living organisms are  <b>SC.1.E.6.3</b> Recognize that some things in the world around us happen fast and some happen slowly.  <b>SC.1.16.1</b> Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a Population.  <b>SC.1.P.12.1</b> Demonstrate &amp; describe describe the various ways that objects can move, such as in a straight line, zigzag, back and forth, round - and- round, fast and slow</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
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**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to compare and contrast two texts on the same topic.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "Night Sky" (Big Book)    "Night and Day" (For Comparison)</p>	<p><b>Academic Vocabulary (explicitly teach):</b> observe, explore, sky, planet  <a href="#">Unit 8 Vocab</a>  Refer to Vocabulary Development page for tiered vocabulary</p>
<p style="text-align: center;"><b>Writing/Response Literature:</b></p>	<p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>Saxon:</b></p>
<p>Expository (research)  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Use Interjections (Introduction)</p>	<p>Lessons 116-120  <b>Sight Words:</b> very, after, things, our, America</p>

**Assessments**

[Cold Read Unit 8 Week 3](#)   [Spelling Test 11](#)

**Week 28: March 13-16, 2023 (Planning Day Friday, March 20-24 Spring Break)**

Unit 9 Week 1

Theme: We Use Goods & Services

Essential Question: Why do people trade with each other?

<p><b>Benchmarks Covered:</b></p>	<p style="text-align: center;"><b>Science/Social Studies:</b></p>	<p style="text-align: center;"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.2.4 Identify an author's opinion(s) about the topic.</b></p> <p>ELA.1.R.2.2 Identify the topic of and relevant details in a text.</p>	<p style="text-align: center;"><b>Science Topic:</b> -Properties of Matter</p> <p><b>Science Standards:</b>  <b>SC.1.P.8.1</b> Sort objects by observable properties, such as size, shape, color, temp. (hot/cold), weight (heavy/ light), texture, &amp; whether objects sink or float.</p>	<p><b>Phonological Awareness</b>  <b>ELA.1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
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**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to identify the author's opinion about the topic.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "From Dairy Farm to You" (Mentor Read Aloud Big Book Volume 2)    "The Most Important Service" (Mentor Read Aloud Big Book Volume 2)</p>	<p><b>Academic Vocabulary:</b>  <a href="#">Unit 9 Vocab</a>  Refer to Vocabulary Development page for tiered vocabulary</p>
<p><b>Writing/Response Literature:</b></p>	<p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>Saxon:</b></p>
<p>Opinion  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Form Plurals -y to -ies (Introduction)</p>	<p>Lessons 121-125</p> <p><b>Sight Words:</b> name, good, sentence, often, change</p>

**Assessments**

[Cold Read Unit 9 Week 1](#)   [Phonics Test 12](#)

**Week 29: March 27-31, 2023**

Unit 9 Week 2

Theme: We Use Goods & Services

Essential Question: Why do people trade with each other?

<p><b>Benchmarks Covered:</b></p>	<p style="text-align: center;"><b>Science/Social Studies:</b></p>	<p style="text-align: center;"><b>Foundational Skills:</b></p>
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<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.2.4 Identify an author's opinion(s) about the topic.</b></p> <p>ELA.1.R.3.3 Compare and contrast two texts on the same topic.</p> <p>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p> <p>b. Use topics and important details for an informational text.</p>	<p style="text-align: center;"><b>Science Topic:</b> -Properties of Matter</p> <p><b>Science Standards:</b>  <b>SC.1.P.8.1</b> Sort objects by observable properties, such as size, shape, color, temp. (hot/cold), weight (heavy/ light), texture, &amp; whether objects sink or float.</p>	<p><b>Phonological Awareness</b>  <b>ELA.1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
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**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to compare and contrast two opinion texts by identifying the author's opinions and relevant details</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "Goods and Services are important" (Big Book)    "The Most Important Service" (Mentor Read Aloud Big Book Volume 2)</p>	<p><b>Academic Vocabulary:</b>  <a href="#">Unit 9 Vocab</a>  Refer to Vocabulary Development page for tiered vocabulary</p>
<p><b>Writing/Response Literature:</b></p>	<p style="text-align: center;"><b>Grammar</b></p>	<p style="text-align: center;"><b>Saxon:</b></p>
<p>Opinion  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Form Plurals -y to -ies (Introduction)</p>	<p>Lessons 126-130</p> <p><b>Sight Words:</b> earth, again, strange, enough, rough</p>

**Assessments**

[Cold Read Unit 9 Week 2](#)   [Spelling Test 12](#)

**Week 30: April 3-7, 2023**

Unit 9 Week 3  
**Theme:** We Use Goods & Services  
**Essential Question:** Why do people trade with each other?

<p><b>Benchmarks Covered:</b></p>	<p style="text-align: center;"><b>Science/Social Studies:</b></p>	<p style="text-align: center;"><b>Foundational Skills:</b></p>
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**Spotlight Benchmark:**  
**ELA.1.R.1.2 Identify and explain the moral of a story.**

ELA.1.R.1.1 Identify and describe the main story elements in a story.

ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.

- a. Use main story elements at the beginning, middle, and end for a literary text.

**Science Topic:** -Properties of Matter

**Science Standards:**

**SC.1.P.8.1** Sort objects by observable properties, such as size, shape, color, temp. (hot/cold), weight (heavy/ light), texture, & whether objects sink or float.

**Phonological Awareness**

**ELA1.F.1.1**

Punctuation in context; commas, quotation marks

**ELA.1.F.1.1** Phoneme Isolation, Blending, Categorization.

**Reading Whole Group**

**Objective:**

The student will be able to demonstrate understanding of the moral of the story using details from the beginning, middle, and end.

**Materials:**

**Whole Group Read Aloud:**

"The shoemaker and the Elves" (Big Book)

**Academic Vocabulary:**

[Unit 9 Vocab](#)

Refer to Vocabulary Development page for tiered vocabulary

**Writing/Response Literature:**

**Grammar**

**Saxon:**

Opinion

**ELA.1.C.1.3** Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

**ELA.1.C.3.1**

Form Plurals -y to -ies (Introduction)

Lessons 131-135

**Sight Words:** says, great, where, because, through

**Assessments**

[Cold Read Unit 9 Week 3](#) [Phonics Test 13](#)

**Week 31: April 10-14, 2023**

Unit 10 Week 1

**Theme:** Exploring Sound, Light, & Heat

**Essential Question:** How would our lives be different without sound, light, & heat?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.3.1 Identify and explain descriptive words and phrases in text(s).</b></p> <p>ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p> <p>ELA.1.R.1.3 Explain who is telling the story using context clues.</p> <p>ELA.1.R.2.2 Identify the topic and relevant details in a text.</p>	<p><b>Science Topics:</b> -Earth in Space and Time, Organization &amp; Development of Living Organisms, Properties of Matter, Motion of Objects</p> <p><b>Science Standards:</b>  <b>SC.1.E.5.2</b> Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.  <b>SC.1.E.5.4</b> Identify the beneficial and harmful properties of the Sun  <b>SC.1.L.14.1</b> Make observations of living things and their environment using the 5 senses.  <b>SC.1.P.8.1</b> Sort objects by observable properties, such as size, shape, color, temp. (hot/cold), weight (heavy/ light), texture, &amp; whether objects sink or float.  <b>SC.1.P.12.1</b> Demonstrate &amp; describe the various ways that objects can move, such as in a straight line, zigzag, back-&amp;-forth, round-&amp;-round, fast, &amp; slow.</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>

**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to use descriptive words and photographs to retell important details of a text.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "Sound I Love!" (Mentor Read Aloud Text Volume 2)    "Heat is All Around" (Mentor Read Aloud Text Volume 2)</p>	<p><b>Academic Vocabulary:</b> make inferences, visuals, relevant details, prosody/expression, compare and contrast, topic, differences  Refer to Vocabulary Development page for tiered vocabulary <a href="#">Unit 10 Vocab</a></p>
<p><b>Writing/Response Literature:</b></p>	<p align="center"><b>Grammar</b></p>	<p align="center"><b>Saxon:</b></p>
<p>Narrative  <b>ELA.1.C.1.2</b> Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Form and use irregular plural nouns and verbs (Introduction)</p>	<p>Lessons 136-140  <b>Sight Words:</b> much, before, line, right, too</p>

**Assessments**

[Cold Read Unit 10 Week 1](#)   [Spelling Test 13](#)

**Week 32: April 17-21, 2023**

Unit 10 Week 2

Theme: Exploring Sound, Light, & Heat

Essential Question: How would our lives be different without sound, light, & heat?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.3.1 Identify and explain descriptive words and phrases in text(s).</b></p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story.</p> <p>ELA.1.R.3.3 Compare and Contrast two texts.</p>	<p><b>Science Topics:</b> -Earth in Space and Time, Organization &amp; Development of Living Organisms, Properties of Matter, Motion of Objects</p> <p><b>Science Standards:</b>  <b>SC.1.E.5.2</b> Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.  <b>SC.1.E.5.4</b> Identify the beneficial and harmful properties of the Sun  <b>SC.1.L.14.1</b> Make observations of living things and their environment using the 5 senses.  <b>SC.1.P.8.1</b> Sort objects by observable properties, such as size, shape, color, temp. (hot/cold), weight (heavy/ light), texture, &amp; whether objects sink or float.  <b>SC.1.P.12.1</b> Demonstrate &amp; describe the various ways that objects can move, such as in a straight line, zigzag, back-&amp;-forth, round-&amp;-round, fast, &amp; slow.</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>

**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to use descriptive words and phrases to describe story elements..</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "I Hear With My Ears" (Big Book)</p>	<p><b>Academic Vocabulary:</b> make inferences, visuals, relevant details, prosody/expression, compare and contrast, topic, differences  Refer to Vocabulary Development page for tiered vocabulary <a href="#">Unit 10 Vocab</a></p>
<p><b>Writing/Response Literature:</b></p>	<p><b>Grammar</b></p>	<p><b>Saxon:</b></p>
<p>Narrative  <b>ELA.1.C.1.2</b> Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Form and use irregular plural nouns and verbs (Introduction)</p>	<p>Saxon Review</p> <p><b>Sight Words:</b> means, old, many, same, father</p>

**Assessments**

[Cold Read Unit 10 Week 2](#) [Phonics Test 14](#)

**Week 33: April 24-28, 2023 (26th is a ½ day)**

Unit 10 Week 3

Theme: Exploring Sound, Light, & Heat

Essential Question: How would our lives be different without sound, light, & heat?

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.2.1 Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</b></p> <p>ELA.1.R.2.2 Identify the topic of and relevant details in a text.</p> <p>ELA.1.R.3.3 Compare and Contrast two texts.</p>	<p><b>Science Topics:</b> -Earth in Space and Time, Organization &amp; Development of Living Organisms, Properties of Matter, Motion of Objects</p> <p><b>Science Standards:</b>  <b>SC.1.E.5.2</b> Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.  <b>SC.1.E.5.4</b> Identify the beneficial and harmful properties of the Sun  <b>SC.1.L.14.1</b> Make observations of living things and their environment using the 5 senses.  <b>SC.1.P.8.1</b> Sort objects by observable properties, such as size, shape, color, temp. (hot/cold), weight (heavy/ light), texture, &amp; whether objects sink or float.  <b>SC.1.P.12.1</b> Demonstrate &amp; describe the various ways that objects can move, such as in a straight line, zigzag, back-&amp;-forth, round-&amp;-round, fast, &amp; slow.</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>

**Reading Whole Group**

<p><b>Objective:</b>  The student will be able to explain how text features help you build knowledge.</p>	<p><b>Materials:</b>  <b>Whole Group Read Aloud:</b>  "The Light Around Us" (Big Book)    "I Hear With My Ears" (use for comparison)</p>	<p><b>Academic Vocabulary:</b> make inferences, visuals, relevant details, prosody/expression, compare and contrast, topic, differences  Refer to Vocabulary Development page for tiered vocabulary <a href="#">Unit 10 Vocab</a></p>
<p><b>Writing/Response Literature:</b></p>	<p align="center"><b>Grammar</b></p>	<p align="center"><b>Saxon:</b></p>
<p>Narrative  <b>ELA.1.C.1.2</b> Write Narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p>	<p><b>ELA.1.C.3.1</b>  Form and use irregular plural nouns and verbs (Introduction)</p>	<p>Saxon Review  <b>Sight Words:</b> boy, follow, came, want, show</p>

**Assessments**

[Cold Read Unit 10 Week 3](#)   [Spelling Test 14](#)

**Week 34: May 1-5, 2023**

Theme:  
Essential Question:

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.1.1 Identify and explain the moral of a story.</b></p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story.</p> <p>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main story elements at the beginning, middle, and end for a literary text.</p>	<p>Spiral Review of All Science and Social Studies Standards</p>	<p><b>Phonological Awareness</b>  <b>ELA1.F.1.1</b>  Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>
<b>Reading Whole Group</b>		
<p><b>Objective:</b>  Students will be able to retell a story including the moral of the story (if there is a moral).</p>	<p><b>Materials:</b> Benchmark Read Aloud</p>	<p><b>Academic Vocabulary</b></p>
<b>Writing/Response Literature:</b>	<b>Grammar</b>	<b>Saxon:</b>
<p>Opinion  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p>Form and use irregular plural nouns and verbs (Introduction)</p>	<p>Saxon Review</p> <p><b>Sight Words:</b> also, around, form, three, small</p>
<b>Assessments</b>		
No Assessments		

# Week 35: May 8-12, 2023

Theme:  
Essential Question:

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension</b></p> <p>ELA. 1. R. 2.2. Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of text.</p> <p>ELA.1.R.2.2 Identify the topic of and relevant details in a topic.</p>	<p>Spiral Review of All Science and Social Studies Standards</p>	<p><b><u>Phonological Awareness</u></b>  <b>ELA1.F.1.1</b>                      Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>

## Reading Whole Group

<p><b><u>Objective:</u></b>                      Objective: Students will be able to summarize the text using the text features, topic, and details</p>	<p><b><u>Materials:</u></b> Grade Level Choice: Benchmark Read Aloud</p>	<p><b><u>Academic Vocabulary</u></b></p>
<p style="text-align: center;"><b>Writing/Response Literature:</b></p> <p>Opinion  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p style="text-align: center;"><b>Grammar</b></p> <p>Form and use irregular plural nouns and verbs (Introduction)</p>	<p style="text-align: center;"><b>Saxon:</b></p> <p>Saxon Review  <b>Sight Words:</b> stranger, tough, every, danger, eight</p>

## Assessments

No Assessments

## Week 36: May 15-19, 2023

Theme:  
Essential Question:

Benchmarks Covered:	Science/Social Studies:	Foundational Skills:
<p><b>Spotlight Benchmark:</b>  <b>ELA.1.R.1.1 Identify and explain the moral of a story.</b></p> <p>ELA.1.R.1.1 Identify and describe the main story elements in a story.</p> <p>ELA.1.R.3.2 Retell a text in oral or written form to enhance comprehension.</p> <p style="margin-left: 20px;">a. Use main story elements at the beginning, middle, and end for a literary text.</p>	<p>Spiral Review of All Science and Social Studies Standards</p>	<p><b><u>Phonological Awareness</u></b>  <b>ELA.1.F.1.1</b>                      Punctuation in context; commas, quotation marks</p> <p><b>ELA.1.F.1.1</b> Phoneme Isolation, Blending, Categorization.</p>

### Reading Whole Group

<p><b><u>Objective:</u></b>                      Students will be able to retell a story including the moral of the story (if there is a moral).</p>	<p><b><u>Materials:</u></b> Grade level choice: Benchmark Read Aloud</p>	<p><b><u>Academic Vocabulary</u></b>                      Review</p>
<p><b>Writing/Response Literature:</b></p>	<p><b>Grammar</b></p>	<p><b>Saxon:</b></p>
<p>Opinion  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p>	<p>Form and use irregular plural nouns and verbs (Introduction)</p>	<p>Saxon Review</p> <p><b>Sight Words:</b> animal, color, country, tomorrow, once</p>

### Assessments

No Assessments

Week 37: May 22-26, 2023 (26th is a planning day)

Theme:  
Essential Question:

**Benchmarks Covered:**

End of the year activities

**Science/Social Studies:**

Spiral Review of All Science and Social Studies Standards

**Foundational Skills:**

Review of all Foundational Skills as needed.

**Reading Whole Group**

**Objective:** Review

**Materials:** Grade Level Choice: Benchmark Read Aloud

**Academic Vocabulary**  
Review

**Writing/Response Literature:**

Review

**Grammar**

Review

**Saxon:**

Review

**Assessments**

No Assessments