




READING - 1st

School	Teacher	Email	Course#	Grade Level
Lettie Brown Elementary School	VanDerVoorn, Lauri	Lauri.VanDerVoorn@morton709.org	LA1100	1
				Show Icon <input type="checkbox"/>
August 2015				
August 2014				
Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>	
Review of beginning consonants (WTW LN Sorts 1-5) WTW LN Optional Sorts based on student assessment Sorts 6-14: Word Families - at, an - ad, an - ap, ag - ad, ap, ag - op, ot, og - ip, ig, ill - ug, ut, un - et, eg, en - ed, et, eg, ell	F&P 25 Sight Word list F&P 50 Sight Word List Letter Identification and Sounds Writing FUNdamentals unit	Assess 25 F&P sight word list Assess 50 F&P sight word list WTW Spelling Inventory Assessment F&P Running Records - Reading Target: D	F&P Resources: sight word lists alphabet chart iPad Resources: Handwriting Without Tears Raz Kids Abby Phonics First Grade Writing: D'Nealian handwriting book	
October 2015				
Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>	
Print Concepts Phonological Awareness Phonics & Word Recognition Accuracy Fluency Comprehension READING LITERATURE/INFORMATION Details (identify and answer ?) Story elements (characters & setting) Making connections (visual)	Language (L.1.1a) Prints all upper- and lowercase letters (L.1.2a) Capitalize names (L.1.2b) Use end punctuation in sentences (L.1.2d) Use conventional spelling for CVC words and a resource for commonly occurring sight words (word wall, dictionary, etc) (L.1.2e) Spell new words phonetically (L.1.5a) Sort words into categories (e.g. word families, colors, animals) Reading Literature (RL.1.1) Answer questions about key details in a text. (RL.1.3) Identify characters and settings and the Beginning/Middle/End of Level E text (RL.1.7) Use illustrations and details in a story to identify characters and setting (RL.1.5) Identify a book as "telling a story" or "giving information" (RL.1.10) With prompting and support, read grade level prose and poetry Reading Foundations (RF.1.3) 50 F&P Sight Words (R.F.1.3b) Decode regularly spelled one-syllable words (RF.1.4) Reading Level Target - Level E (RF.1.2c) Initial, Medial, and Ending Sounds (RF1.1) Distinguishes features of a sentence (first word, capitalization, ending punctuation) Reading Informational Text (RI.1.10) With prompting and support, read grade level informational text (RI.1.2) Identify the main topic of informational text (RI.1.6) Find information from pictures and information from the words in informational text	"The Next 50" F&P Sight Word list F&P Running Records - Reading Target: E WTW Letter Name spelling test WTW Within Word spelling test WTW LN Spell Check 1 WTW LN Spell Check 2	F&P word lists F&P Leveling Assessment Kit Words their Way Letter Name Workbook Words their Way Within Word Workbook Words their Way Activities: Big Book of Rhymes Guided Reading Books CD-ROM DVD Sort & Paste Written Sort iPad Apps: Jumbled Sentences Abby Phonics Raz Kids Phonics Studios Spelling City Optional: Storytown Lessons 1-2: Short a 3: Short i 5: Short o 7: Short e 9: Short u	

	<p> (RI.1.7) Use illustrations to tell about key (main) idea</p> <p>Speaking/Listening</p> <p> (SL.1.1a) Participate in a conversation (listening to others and speaking one at a time)</p> <p> (SL.1.5) Add drawings to help others understand what I am talking about</p> <p> (SL.1.6) Speak in complete sentences when appropriate to task/situation</p> <p> (SL.1.2) Answer questions about what I hear and see</p> <p> (SL.1.3) Ask questions of a speaker to clarify information</p> <p>Letter Identification and Sounds Phonemic Awareness Letter Sounds and Corresponding Sight Words (f, x, y, a, e, i, o, u) Handwriting (Lowercase: f, x, y, a, e, i, o, u)</p> <p>Sentence construction</p> <p>Inflection ending -s</p>	<p>Sentence Scramble assessment</p> <p>Lesson 1 Test Lesson 2 Test Lesson 3 Test Lesson 5 Test Lesson 7 Test Lesson 9 Test</p>	<p>F&P alphabet chart Haggerty booklet Short "a" matching game Short "e" matching game Short "i" matching game Short "o" matching game Short "u" matching game D'Nealian handwriting book.</p> <p>Inflection ending -s movement cards</p> <p>Harcourt Storytown Lesson 1 Harcourt Storytown Lesson 2 Harcourt Storytown Lesson 3 Harcourt Storytown Lesson 5 Harcourt Storytown Lesson 7 Harcourt Storytown Lesson 9</p>
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December 2015



Content	Skills	Assessment	Resources
<p>Print Concepts Phonological Awareness Phonics & Word Recognition Fluency Comprehension Accuracy READING LITERATURE/INFORMATION Details (identify and ask/answer) Story elements (character, setting & plot) Making connections (visual) Author's Purpose Compare & Contrast Vocabulary Development</p>	<p>Writing</p> <p> (W.1.3) Writes two or more sequenced events</p> <p> (W.1.1) Writes an opinion with support (I like ____ because ____.)</p> <p>Language</p> <p> (L.1.1b) Use common nouns</p> <p> (L.1.1j) Expand simple declarative sentences</p> <p> (L.1.2a) Capitalize dates and names of people</p> <p> (L.1.2d) Use conventional spelling for words</p>	<p>100 F&P Sight Word list F&P Running Records - Reading Target: G WTW Spelling Inventory</p> <p>Optional WTW LN Spell Check 4, 5, 6, 7</p>	<p>F&P word lists F&P Leveling Assessment Kit Words their Way Primary Spelling Inventory Words their Way Letter Name Workbook Words their Way Within Word Workbook Words their Way Activities: Big Book of Rhymes Guided Reading Books CD-ROM DVD Sort & Paste Written Sort iPad Apps: Jumbled Sentences Abby Phonics Raz Kids Phonics Studios Spelling City Phonics Word Family Sight Word Bingo</p>

	<p>with CVC and digraphs (Late Letter Naming - Primary Spelling Inventory)</p> <p> (L.1.5b) Explain a word by telling how it belongs in a group (categorizing)</p> <p> (L.1.6) Use newly acquired words (through text or conversations) to show its meaning</p> <p>Reading Literature</p> <p> (RL.1.3) <u>Identify</u> characters and settings and the Beginning/Middle/End of Level G text</p> <p> (RL.1.7) Use illustrations in a story to describe events</p> <p> (RL.1.9) Compare what happens to characters to stories (text to self)</p> <p> (RL.1.4) Identify words/phrases that suggest feelings</p> <p>Reading Foundations</p> <p> (RF.1.2) Segment single-syllable words into their complete sequence of individual phonemes (e.g. fan f-a-n: house, h-ou-s)</p> <p> (RF.1.3) Digraphs (sh, ch, th)</p> <p> (RF.1.3a) Know the spelling-sound correspondence for common consonant digraphs</p> <p> (RF.1.3f) Read words with inflectional endings (-s)</p> <p> (RF.1.4) Reading Level Target - Level G</p> <p>Reading Informational Text</p> <p> (RI.1.1) Ask questions about key details in informational text</p> <p> (RI.1.2) Identify key details in text</p> <p> (RI.1.3) Describe the connections between individuals, events, and pieces of information in text</p> <p> (RI.1.4) Ask questions to clarify meaning</p> <p> (RI.1.5) Know various text features (heading and table of contents)</p> <p>Speaking and Listening</p> <p> (SL.1.1c) Ask questions to clear up any confusion about topics and texts under discussion</p> <p> (SL.1.4) Use details when telling about people, places, or things</p> <p> (SL.1.2) Ask and answer questions about text read aloud and informational presented orally</p> <p> (SL.1.3) Ask and answer questions of a speaker to clarify or gather additional information</p> <p>Letter Sounds Phonemic Awareness Identification of digraphs and diphthongs (ng, ck, th)</p> <p>Sight word recognition</p> <p>Correct spelling of spelling words</p> <p>Handwriting: all lowercase letters</p>	<p>Lesson 4 Test Lesson 8 Test Lesson 10 Test</p> <p>F&P Sight Word Assessment</p> <p>Digraph /ck/ sound box assessment</p> <p>Spelling Test Lesson 4 Spelling Test Lesson 8 Spelling Test Lesson 10</p>	<p>Come Learn Spelling Magnetic ABC</p> <p>iPad Apps: Optional Storytown Lessons 12: /sh/ 13: /ch/ 8: /th/ 4: /ck/ 10: /ng/</p> <p>F&P Alphabet Chart F&P Consonant Cluster Chart Haggerty Booklet D'Nealian Handwriting Book</p> <p>Sorting Mats of Phonograms -ick, -ink, -ill, -it Sorting Cards of Digraph ck /th/ board game Shake It! Vowel song Alphablocks "th" Clip Alphablocks "ng" Clip S Blend Board Game</p>
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



			Digraph Song Word Building: Short A, E, I, O, and U activity sheets
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March 2016


Content	Skills	Assessment	Resources
Print Concepts Phonological Awareness Phonics & Word Recognition Fluency Comprehension Accuracy READING LITERATURE/INFORMATION Main Idea Details (identify and ask/answer) Story elements (characters & setting) Making connections (visual) Author's Purpose Compare & Contrast Vocabulary Development Point of View Text Structures (information-headings, table of contents, glossaries) Genres	Writing (W.1.1) Writes an opinion where a topic is introduced and a reason is given. (W.1.2) Write to give information on a topic and at least two facts about the topic. (W.1.3) Writes two or more sequenced events with details, using temporal words (eg. first, next, then, last) (W.1.5) With support, add details and respond to writing suggestions (W.1.7) Participate in shared research (internet or books) and write about what they learned Language (L.1.1b) Use common and proper nouns (L.1.1c) Use singular and plural nouns with matching verbs in sentences (eg. We sit. He sits.) (L.1.1d) Uses pronouns (I, me, my, them, he, they, everything, it, their) (L.1.1f) Uses adjectives (L.1.1g) Uses conjunctions (and, but, or, so, because) (L.1.1h) Uses determiners (A, the, this, that, my, many, few) (L.1.1i) Uses prepositions (during, beyond, beside, toward, under) (L.1.1j) Produce and expand simple and compound declarative sentences (L.1.2c) Use commas when writing the date or a list of things in a sentence (L.1.2d) Use conventional spelling for words with CVC, digraphs, and blends (Early Within Word Pattern - Primary Spelling Inventory) (L.1.4c) Find root words with different endings (look - looks, looked, looking) (L.1.5b) Explain a word by telling how it belongs in a group (categorizing) (L.1.6) Use newly acquired words (through text or conversations) to show its meaning Reading Literature Reading Level Target - Level I (RL.1.3) Describe characters and settings and the major events in a story with details of Level I text (RL.1.7) Use illustrations and details in a story to describe characters, setting, and events (RL.1.6) Identify who is telling the story (point of view) Reading Foundations (RF.1.2b) Segment single-syllable words into their complete sequence of individual phonemes (e.g. fan f-a-n: house, h-ou-s), including consonant blends (sl, st, bl, dr, fr, cr, tr) (RF.1.3d) Use vowel sounds to help determine number of syllables in a word (RF.1.3e) Decode and break two-syllable words into syllables (RF.1.3f) Read words with inflectional endings (-s, -ed, -ing) (RF.1.3g) Recognize and read level I sight words (F&P 100 word list) (RF.1.4) Reading Level Target - Level I	100 F&P Sight Word list F&P Running Records - Reading Target: I WTW Spelling Tests	F&P word lists F&P Leveling Assessment Kit Words their Way Letter Name Workbook Words their Way Within Word Workbook Words their Way Activities: Big Book of Rhymes Guided Reading Books CD-ROM DVD Sort & Paste Written Sort iPad Apps: Jumbled Sentences Abby Phonics Raz Kids Phonics Studios Spelling City Phonics Word Family Sight Word Bingo Come Learn Spelling Magnetic ABC Tic Tac Toe Phonics Optional Storytown Lessons 7: I blends 9: r blends 8: s blends 12: l, s, r blends


	<p>Reading Informational Text</p> <ul style="list-style-type: none">  (RI.1.1) Ask and answer questions about key details in informational text  (RI.1.2) Retell key details in text  (RI.1.4) Ask and answer questions to clarify meaning from text  (RI.1.5) Know various text features (glossaries, electronic menus, and icons)  (RI.1.7) Use details to tell about key (main) idea <p> (RI.1.9) Identify similarities and differences in two informational texts that teach about the same topic</p> <p>Speaking and Listening ALL standards previously assessed</p>		
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May 2016

Content	Skills	Assessment	Resources
<p>Print Concepts Phonological Awareness Phonics & Word Recognition Fluency Comprehension Accuracy READING LITERATURE/INFORMATION Main Idea Details (identify and ask/answer) Story elements (characters & setting) Making connections (visual) Author's Purpose Compare & Contrast Vocabulary Development Point of View Text Structures (information-headings, table of contents, glossaries) Genres Range of Reading & Level of Text Complexity</p>	<p>Writing</p> <ul style="list-style-type: none">  (W.1.1) Writes an opinion where a topic is introduced and a reason is given and provides sense of closure  (W.1.2) Write to give information on a topic and at least two facts about the topic and provides sense of closure  (W.1.3) Writes two or more sequenced events with details, using temporal words (eg. first, next, then, last) and provides sense of closure  (W.1.6) Use digital tools to produce/publish writing in collaboration with peers  (W.1.8) With support, recall or gather information to answer a question (textual evidence) <p>Language</p> <ul style="list-style-type: none">  (L.1.1b) Use common, proper, possessive nouns  (L.1.1e) Use verbs to tell about the past, present, and the future  (L.1.1j) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences  (L.1.2d) Use conventional spelling for words with common long vowels/other vowels (-r controlled vowels) (Middle Within Word Pattern - Primary Spelling Inventory)  (L.1.4a) Use the whole sentence to determine meaning of new words 	<ul style="list-style-type: none">  Mastery of F&P 100 sight word list Total for year - 150 words F&P Running Records - Reading Target: J WTW Primary Spelling Inventory 	<p>F&P word lists F&P Leveling Assessment Kit Words their Way Primary Spelling Inventory</p> <p>Words their Way Letter Name Workbook Words their Way Within Word Workbook Words their Way Activities: Big Book of Rhymes Guided Reading Books CD-ROM DVD Sort & Paste Written Sort iPad Apps: Jumbled Sentences Abby Phonics Raz Kids Phonics Studios Spelling City Phonics Word Family Sight Word Bingo Come Learn Spelling Magnetic ABC</p>

 (L.1.4b) Use beginnings and endings of words to determine what it means (prefixes, suffixes)


 (L.1.5c) Identify real-life connections and their use (how words are used in real life)


 (L.1.5d) Tell the differences between verbs that are almost alike (differing in manner and intensity)


 (L.1.6) Use newly acquired words (through text or conversations) to show its meaning


Reading Literature


 Reading Target Level - Level J


 (RL.1.2) Retell stories using important details and show understanding of the author's message


 (RL.1.3) Describe characters and settings and the major events in a story with details of Level J text

 (RL.1.9) Compare and contrast what happens to characters in stories


 (RF.1.2a) Distinguish long from short vowel sounds in spoken single-syllable words


 (RF.1.3c) Read words with long vowel sounds (vowel teams and -e)

 (RF.1.3g) Recognize and read level J sight words (F&P 100 word list)

 (RF.1.4) Reading Level Target - Level J

Reading Informational Text

 (RI.1.5) Use various text features (heading, table of contents, glossaries, electronic menus, and icons)

 (RI.1.8) Identify the reasons an author gives to teach about the main idea

 (RI.1.10) Read informational text - Level J