

## 2021-2022 First Grade Reading & Writing Units of Study YAG

First Grade Digital Classroom Library

*\*Refer to Word Study Scope & Sequence for pacing of the Units of Study in Phonics*

Dates	Cluster	UoS for Teaching Reading	UoS for Teaching Writing
8/12-9/24 6 weeks + 2 days	<b>Cluster 1:</b> Reading: Foundations Writing: Narrative	Grade 1: Unit 1: Building Good Reading Habits (18 sessions)	Grade 1: Unit 1: Small Moments: Writing with Focus, Detail, and Dialogue (20 sessions)
9/27-11/5 6 weeks	<b>Cluster 2:</b> Reading: Foundations Writing: Informational	Grade 1: Word Detectives Use All They Know to Solve Words (18 sessions)	Grade 1: If...Then... Curriculum: How-To Books (18 sessions)
11/8-12/17 5 weeks	<b>Cluster 3:</b> Reading: Fiction & Drama Writing: Poetry	Grade 1: If...Then...Curriculum: Readers Get to Know Characters by Performing Their Books (15 sessions)	Grade 1: If...Then... Curriculum: Music in Our Hearts: Writing Songs and Poetry (16 sessions)
1/4-2/11 6 weeks	<b>Cluster 4:</b> Informational	Grade 1: Unit 2: Learning About the World: Reading Nonfiction (18 sessions)	Grade 1: Unit 2: Nonfiction Chapter Books (20 sessions)
2/14-4/1 6 weeks	<b>Cluster 5:</b> Reading: Foundations Writing: Opinion	Grade 1: Unit 3: Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension (18 sessions)	Grade 1: Unit 3: Writing Reviews (18 sessions)
4/4-5/20 7 weeks	<b>Cluster 6:</b> Reading: Fiction Writing: Narrative	Grade 1: Unit 4: Meeting Characters and Learning Lessons: A Study of Story Elements (18 sessions)	Grade 1: Unit 4: From Scenes to Series: Writing Fiction (20 sessions)

**First Grade Reading and Writing  
Scope and Sequence  
Writing District Snapshots**

**Shared Reading**

**Shared Reading:** The following TEKS can be explicitly taught through **Shared Reading** and reinforced through whole group and small group instruction during the literacy block. TEKS will be selected based on the skills the Shared Reading book elicits, as well as student needs. **K-1 Literacy Block Structures**

**1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

**Phonological Awareness:**

- 1.2(A)(i) demonstrate phonological awareness by: producing a series of rhyming words
- 1.2(A)(ii) demonstrate phonological awareness by: recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound
- 1.2(A)(iii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words
- 1.2(A)(iv) demonstrate phonological awareness by: recognizing the change in spoken word when a specified phoneme is added, changed, or removed
- 1.2(A)(v) demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends
- 1.2(A)(vi) demonstrate phonological awareness by: manipulating phonemes within base words
- 1.2(A)(vii) demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends

**Phonetic Knowledge:**

- 1.2(B)(i) demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences
- 1.2(B)(ii) demonstrate and apply phonetic knowledge by: decoding words with initial and final consonant blends, digraphs, and trigraphs
- 1.2(B)(iii) demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables
- 1.2(B)(iv) demonstrate and apply phonetic knowledge by: using knowledge of base words to decode common compound words and contractions
- 1.2(B)(v) demonstrate and apply phonetic knowledge by: decoding words with inflectional endings, including -ed, -s, and -es
- 1.2(B)(vi) demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list

**Print Awareness:**

- 1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide
- 1.2(E) alphabetize a series of words to the first or second letter and use a dictionary to find words

**Cluster 1: Reading: Foundations  
Writing: Narrative**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 1:</b> Reading: Foundations  Writing: Narrative	Knowledge & Skills  <i>*Essential</i>	<b>1.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	<b>Suggested Pacing:</b> 8/12-9/24 6 weeks +2 days	Knowledge & Skills	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		1.2(C)(iii) demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns
		1.2(A)(iii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words		1.2(C)(iv) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list	
		1.2(B)(i) demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences	Knowledge & Skills	<b>1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		1.2(B)(ii) demonstrate and apply phonetic knowledge by: decoding words with initial and final consonant blends, digraphs, and trigraphs		1.11(A) plan by generating ideas for writing such as by drawing and brainstorming	
		1.2(B)(vi) demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list		1.11(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure	

	1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide		1.11(B)(ii) develop drafts in oral, pictorial, or written form by: developing an idea with specific and relevant details
Knowledge & Skills	<b>1.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		1.11(C) revise drafts by adding details in pictures or words
	1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		1.11(D)(viii) edit drafts using standard English conventions, including: capitalization for the beginning of sentences and the pronoun "I"
Knowledge & Skills	<b>1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		1.11(D)(ix) edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and interrogative sentences
Knowledge & Skills	<b>1.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		1.11(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance
	1.6(C) make and confirm predictions using text features and structures with adult assistance		1.11(E) publish and share writing
<i>*Essential</i>	1.6(F) make inferences and use evidence to support understanding with adult assistance	Knowledge & Skills	<b>1.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	1.6(H) synthesize information to create new understanding with adult assistance	<i>*Essential</i>	1.12(A) dictate or compose literary texts, including personal narratives and poetry
<i>*Essential</i>	1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking visual cues, and asking questions when understanding breaks down with adult assistance		

Knowledge & Skills	<b>1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
	1.7(C) use text evidence to support an appropriate response
	1.7(D) retell texts in ways that maintain meaning
	1.7(E) interact with sources in meaningful ways such as illustrating or writing
	Knowledge & Skills
<b>1.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
1.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	
Knowledge & Skills	<b>1.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:
	1.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
	1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
	1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

**Cluster 2: Reading: Foundations**  
**Writing: Informational**

		Reading	Writing	
<b>Cluster 2:</b> Reading: Foundations  Writing: Informational	Knowledge & Skills  <i>*Essential</i>	<b>1.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	<b>1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
	<b>Suggested Pacing:</b> 9/27-11/5 6 weeks	Knowledge & Skills	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
		1.2(A)(iii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words		1.11(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure
		1.2(B)(i) demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences		1.11(B)(ii) develop drafts in oral, pictorial, or written form by: developing an idea with specific and relevant details
		1.2(B)(ii) demonstrate and apply phonetic knowledge by: decoding words with initial and final consonant blends, digraphs, and trigraphs		1.11(C) revise drafts by adding details in pictures or words
		1.2(B)(vi) demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list		1.11(D)(i) edit drafts using standard English conventions, including: complete sentences with subject-verb agreement

	1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide		1.11(D)(ix) edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and interrogative sentences
Knowledge & Skills	<b>1.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		1.11(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance
	1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		1.11(E) publish and share writing
Knowledge & Skills	<b>1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Knowledge & Skills	<b>1.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
Knowledge & Skills	<b>1.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	<i>*Essential</i>	1.12(B) dictate or compose informational texts, including procedural texts
	1.6(C) make and confirm predictions using text features and structures with adult assistance		
<i>*Essential</i>	1.6(F) make inferences and use evidence to support understanding with adult assistance		
	1.6(H) synthesize information to create new understanding with adult assistance		
<i>*Essential</i>	1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking visual cues, and asking questions when understanding breaks down with adult assistance		

Knowledge & Skills	<b>1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	
	1.7(C) use text evidence to support an appropriate response	
	1.7(D) retell texts in ways that maintain meaning	
	1.7(E) interact with sources in meaningful ways such as illustrating or writing	
Knowledge & Skills	<b>1.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
	1.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes	
Knowledge & Skills	<b>1.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
	1.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions	
	1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
	1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	

**Cluster 3: Reading: Fiction & Drama  
Writing: Poetry**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 3:</b> Reading: Fiction & Drama  Writing: Poetry	Knowledge & Skills  <i>*Essential</i>	<b>1.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	<b>1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
	<b>Suggested Pacing:</b> 11/8-12/17 5 weeks	Knowledge & Skills	<b>1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		1.11(A) plan by generating ideas for writing such as by drawing and brainstorming
	Knowledge & Skills	<b>1.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		1.11(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure	
		1.6(A) establish purpose for reading assigned and self-selected texts with adult assistance		1.11(B)(ii) develop drafts in oral, pictorial, or written form by: developing an idea with specific and relevant details	
		1.6(C) make and confirm predictions using text features and structures with adult assistance		1.11(C) revise drafts by adding details in pictures or words	
		1.6(D) create mental images to deepen understanding with adult assistance		1.11(D)(iv) edit drafts using standard English conventions, including: adjectives, including articles	
		1.6(E) make connections to personal experiences, ideas in other texts, and society with adult assistance		1.11(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance	

	<i>*Essential</i>	1.6(F) make inferences and use evidence to support understanding with adult assistance		1.11(E) publish and share writing
		1.6(H) synthesize information to create new understanding with adult assistance	Knowledge & Skills	<b>1.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	<i>*Essential</i>	1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking visual cues, and asking questions when understanding breaks down with adult assistance	<i>*Essential</i>	1.12(A) dictate or compose literary texts, including personal narratives and poetry
	Knowledge & Skills	<b>1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
		1.7(A) describe personal connections to a variety of sources		
		1.7(B) write brief comments on literary or informational texts		
		1.7(C) use text evidence to support an appropriate response		
		1.7(D) retell texts in ways that maintain meaning		
		1.7(E) interact with sources in meaningful ways such as illustrating or writing		
		1.7(F) respond using newly acquired vocabulary as appropriate		
	Knowledge & Skills	<b>1.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		

		1.8(B) describe the main character(s) and the reason(s) for their actions;	
	<i>*Essential</i>	1.8(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	
		1.8(D) describe the setting	
	Knowledge & Skills	<b>1.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:	
		1.9(B) discuss rhyme, rhythm, repetition, and alliteration in a variety of poems	
		1.9(C) discuss elements of drama such as characters and setting	

## Cluster 4: Informational

		Reading			Writing
<b>Cluster 4:</b> Informational  <b>Suggested Pacing:</b> 1/4-2/11 6 weeks	Knowledge & Skills	<b>1.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	<i>*Essential</i>				
	Knowledge & Skills	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		1.2(C)(i) demonstrate and apply spelling knowledge by: spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
		1.2(A)(iii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words		1.2(C)(ii) demonstrate and apply spelling knowledge by: spelling words with initial and final consonant blends, digraphs, and trigraphs	
		1.2(A)(v) demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends		1.2(C)(iii) demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns	
		1.2(B)(i) demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences		1.2(C)(iv) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list	
		1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide		1.2(F) develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words	
	Knowledge & Skills	<b>1.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:	Knowledge & Skills	<b>1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are	

			legible and uses appropriate conventions. The student is expected to:
	1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		1.11(A) plan by generating ideas for writing such as by drawing and brainstorming
Knowledge & Skills	<b>1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		1.11(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure
Knowledge & Skills	<b>1.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		1.11(B)(ii) develop drafts in oral, pictorial, or written form by: developing an idea with specific and relevant details
	1.6(A) establish purpose for reading assigned and self-selected texts with adult assistance		1.11(C) revise drafts by adding details in pictures or words
	1.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance		1.11(D)(viii) edit drafts using standard English conventions, including: capitalization for the beginning of sentences and the pronoun "I"
	1.6(C) make and confirm predictions using text features and structures with adult assistance		1.11(D)(ix) edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and interrogative sentences
	1.6(E) make connections to personal experiences, ideas in other texts, and society with adult assistance		1.11(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance
	1.6(G) evaluate details to determine what is most important with adult assistance		1.11(E) publish and share writing
<i>*Essential</i>	1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking	Knowledge & Skills	<b>1.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre

	visual cues, and asking questions when understanding breaks down with adult assistance		characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
Knowledge & Skills	<b>1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:	<i>*Essential</i>	1.12(B) dictate or compose informational texts, including procedural texts
	1.7(C) use text evidence to support an appropriate response		
	1.7(D) retell texts in ways that maintain meaning		
	1.7(F) respond using newly acquired vocabulary as appropriate		
Knowledge & Skills	<b>1.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
<i>*Essential</i>	1.9(D)(i) recognize characteristics and structures of informational text, including: the central idea and supporting evidence with adult assistance		
	1.9(D)(ii) recognize characteristics and structures of informational text, including: features and simple graphics to locate or gain information		
Knowledge & Skills	<b>1.10 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
	1.10(A) discuss the author's purpose for writing text		
	1.10(B) discuss how the use of text structure contributes to the author's purpose		
	1.10(C) discuss the author's use of print and graphic features to achieve specific purposes		

		1.10(D) discuss how the author uses words that help the reader visualize
Knowledge & Skills		<b>1.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
		1.13(A) generate questions for formal and informal inquiry with adult assistance
		1.13(B) develop and follow a research plan with adult assistance
		1.13(C) identify and gather relevant sources and information to answer the questions with adult assistance
		1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results
Knowledge & Skills		<b>1.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:
		1.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
		1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
		1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions

**Cluster 5: Reading: Foundations  
Writing: Opinion**

		<b>Reading</b>			<b>Writing</b>
<b>Cluster 5:</b> Reading: Foundations  Writing: Opinion	Knowledge & Skills  <i>*Essential</i>	<b>1.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	<b>Suggested Pacing:</b> 2/14-4/1 6 weeks	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		1.2(C)(i) demonstrate and apply spelling knowledge by: spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
		1.2(A)(iii) demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words		1.2(C)(ii) demonstrate and apply spelling knowledge by: spelling words with initial and final consonant blends, digraphs, and trigraphs	
		1.2(A)(v) demonstrate phonological awareness by: blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends		1.2(C)(iii) demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns	
		1.2(A)(vii) demonstrate phonological awareness by: segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends		1.2(C)(iv) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list	
		1.2(B)(i) demonstrate and apply phonetic knowledge by: decoding words in isolation and in context by applying common letter sound correspondences	Knowledge & Skills	<b>1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	

	1.2(B)(ii) demonstrate and apply phonetic knowledge by: decoding words with initial and final consonant blends, digraphs, and trigraphs		1.11(A) plan by generating ideas for writing such as by drawing and brainstorming
	1.2(B)(iii) demonstrate and apply phonetic knowledge by: decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables		1.11(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure
	1.2(B)(vi) demonstrate and apply phonetic knowledge by: identifying and reading at least 100 high-frequency words from a research-based list		1.11(B)(ii) develop drafts in oral, pictorial, or written form by: developing an idea with specific and relevant details
Knowledge & Skills	<b>1.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary.</b> The student uses newly acquired vocabulary expressively. The student is expected to:		1.11(C) revise drafts by adding details in pictures or words
	1.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings		1.11(D)(viii) edit drafts using standard English conventions, including: capitalization for the beginning of sentences and the pronoun "I"
Knowledge & Skills	<b>1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		1.11(D)(ix) edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and interrogative sentences
Knowledge & Skills	<b>1.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		1.11(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance
	1.6(D) create mental images to deepen understanding with adult assistance		1.11(E) publish and share writing
<i>*Essential</i>	1.6(F) make inferences and use evidence to support understanding with adult assistance	Knowledge & Skills	<b>1.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre

				characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
		1.6(H) synthesize information to create new understanding with adult assistance	<i>*Essential</i>	1.12(B) dictate or compose informational texts, including procedural texts
	<i>*Essential</i>	1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking visual cues, and asking questions when understanding breaks down with adult assistance		1.12(C) dictate or compose correspondence such as thank you notes or letters
Knowledge & Skills		<b>1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
	1.7(C) use text evidence to support an appropriate response			
	1.7(F) respond using newly acquired vocabulary as appropriate			
Knowledge & Skills		<b>1.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:		
		1.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions		
		1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language		
		1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions		

**Cluster 6: Reading: Fiction  
Writing: Narrative**

		Reading			Writing
<b>Cluster 6:</b> Reading: Fiction  Writing: Narrative  <b>Suggested Pacing:</b> 4/4-5/20 7 weeks	Knowledge & Skills  <i>*Essential</i>	<b>1.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading.</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Knowledge & Skills	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:	
	Knowledge & Skills	<b>1.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.</b> The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		1.2(C)(i) demonstrate and apply spelling knowledge by: spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables	
		1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide		1.2(C)(iii) demonstrate and apply spelling knowledge by: spelling words using sound-spelling patterns	
	Knowledge & Skills	<b>1.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency.</b> The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		1.2(C)(iv) demonstrate and apply spelling knowledge by: spelling high-frequency words from a research-based list	
	Knowledge & Skills	<b>1.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	Knowledge & Skills	<b>1.11 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		1.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance		1.11(A) plan by generating ideas for writing such as by drawing and brainstorming	

	1.6(C) make and confirm predictions using text features and structures with adult assistance		1.11(B)(i) develop drafts in oral, pictorial, or written form by: organizing with structure
	1.6(E) make connections to personal experiences, ideas in other texts, and society with adult assistance		1.11(B)(ii) develop drafts in oral, pictorial, or written form by: developing an idea with specific and relevant details
	1.6(G) evaluate details to determine what is most important with adult assistance		1.11(C) revise drafts by adding details in pictures or words
	1.6(H) synthesize information to create new understanding with adult assistance		1.11(D)(ix) edit drafts using standard English conventions, including: punctuation marks at the end of declarative, exclamatory, and interrogative sentences
<i>*Essential</i>	1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking visual cues, and asking questions when understanding breaks down with adult assistance		1.11(D)(x) edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance
Knowledge & Skills	<b>1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		1.11(E) publish and share writing
	1.7(D) retell texts in ways that maintain meaning	Knowledge & Skills	<b>1.12 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
	1.7(F) respond using newly acquired vocabulary as appropriate	<i>*Essential</i>	1.12(A) dictate or compose literary texts, including personal narratives and poetry
Knowledge & Skills	<b>1.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements.</b> The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
	1.8(A) discuss topics and determine the basic theme using text evidence with adult assistance		

		1.8(B) describe the main character(s) and the reason(s) for their actions;	
	<i>*Essential</i>	1.8(C) describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently	
	Knowledge & Skills	<b>1.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language.</b> The student develops oral language through listening, speaking, and discussion. The student is expected to:	
		1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language	
		1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	