

Young Scholars of Western Pennsylvania Charter School

2nd Language Arts YSWPCS

- Unit / Theme

Unit 1: Friends and Family

Week 1

Integrated Skills and Concepts

"David's New Friend" Phonemic awareness listen for short (a)

-Analyze story structure

- Character and Setting

- Writing: Personal Narrative

High Frequency Words

blue, even, study

Phonics/ Spelling

Blend and build with short *a*: has, wag, six, if, him, will, sat, had, bad, fix

Vocabulary

carefully, different, excited, groan, whisper

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note

taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.3.2.A: Read, understand, and respond to works from various genres of literature.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.4.2.B: Identify and introduce the topic.

CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

- Unit / Theme

Unit 1: Friends and Family

Week 2

Integrated Skills and Concepts

Genre: Fiction

Strategy: Analyze story structure

Skill: Plot

Character and Setting

Grammar/Mechanics: Commands and Exclamations/Sentence punctuation

High Frequency Words

Another, Move, Year

Phonics/ Spelling

went, tell, pet, job, fog, not, tug, hut, tub, bun, fix, has, another, move, year

Vocabulary

company, delighted, enjoyed, share, thinning, wonderful

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

1.5.2.F: Use grade appropriate conventions of language when writing and editing.

Spell common, frequently used words correctly.

Use capital letters correctly.

Punctuate correctly.

Use correct grammar and sentence formation.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.4.2.B: Identify and introduce the topic.

CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

• Unit / Theme

Unit 1: Friends and Family

Week 3

Integrated Skills and Concepts

Genre: Expository

Strategy: Summarize

Skill: Identify Main Idea and Details

Non-Fiction vs. Fiction

Grammar/Mechanics: Subjects and Letter Punctuations

High Frequency Words

English, Language, Understand

Phonics/ Spelling

Bag, Cap, ham, bake, ate, mad, back, cape, made, rake, fog, tug, English, language, understand

Vocabulary

Harvest, crops, knowledge, machines, irrigate

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note

taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.B: Differentiate fact from opinion within a text.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Capitalize proper nouns.

Use commas and apostrophes appropriately.

Spell words drawing on common spelling patterns.

CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Unit / Theme

Unit 1: Week 4

Integrated Skills and Concepts

Genre: Expository

Strategy: Summarize

Skill: Identify Main Idea and Details

Non-fiction vs. fiction

Grammar/Mechanics: Predicates/Commas

Writing: Friendly letter

High Frequency Words

because, off, picture

Phonics/ Spelling

did, fin, pick, line, pipe, rip, mix, five, side, hike, cape, made, because, off, picture

Vocabulary

celebrate, cultures, deaf, relatives, signing

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.B: Differentiate fact from opinion within a text.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2.F: Use grade appropriate conventions of language when writing and editing.

Spell common, frequently used words correctly.

Use capital letters correctly.

Punctuate correctly.

Use correct grammar and sentence formation.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.4.2.B: Identify and introduce the topic.

CC.1.4.2.C: Develop the topic with facts and/or definitions

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Capitalize proper nouns.

Use commas and apostrophes appropriately.

Spell words drawing on common spelling patterns.

CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Unit / Theme

Unit 1: Week 5

Integrated Skills and Concepts

Genre: Fiction

Strategy: Summarize

Skill: Make and Confirm Predictions

Plot

Grammar/mechanics: Sentence combining/Quotation marks

Writing Personal narratives

High Frequency Words

America, world, country

Phonics/ Spelling

box, fox, dog, lock, pot, cone, home, nose, poke, rope, side, line, America, world, country

Vocabulary

cuddle, favorite, patient, practiced, settled, wrinkled

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.2.2.C: Identify essential and nonessential information within and across a variety of texts.

1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings.

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.B: Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Capitalize proper nouns.

Use commas and apostrophes appropriately.

Spell words drawing on common spelling patterns.

CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Unit / Theme

Unit 2: Community Heroes

Week 1

Integrated Skills and Concepts

Genre: Fiction

Strategy: Reread

Skill: Character, Setting, Plot

Make and confirm predictions

Grammar/mechanics: nouns, commas in a series

Writing: Narrative: story

Sequence of Events

Trait

High Frequency Words

island, special, though

Phonics/ Spelling

main, wait, sail, tail, train, jay, pay, stay, hay, may, rope, nose, island, special, though

Vocabulary

collection, concern, exclaimed, figure, vendors

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings.

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.B: Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.2.E: Choose words and phrases for effect.

1.4.2.N: Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O: Include thoughts and feeling to describe experience and events to show the response of characters to situations.

CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Capitalize proper nouns.

Use commas and apostrophes appropriately.

Spell words drawing on common spelling patterns.

CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

• Unit / Theme

Unit 2: Week 2

Integrated Skills and Concepts

Genre: Folktale

Strategy: Reread

Skill: Cause and Effect

Character, Setting, Plot

Grammar/Mechanics: Plural Nouns/Capitalization and commas

Writing: Procedural/Important Details/Traits: Ideas

High Frequency Words

word, morning, against

Phonics/ Spelling

eat, mean, need, baby, he, leaf, queen, seek, pony, we, train, stay, word, morning, against

Vocabulary

advice, commotion, rattled, respected, shivering, tangle

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.B: Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

- Unit / Theme

Unit 2: Week 3

Integrated Skills and Concepts

Genre: Expository

Strategy: Read Ahead

Skill: Main Idea and Details

Cause and Effect

Grammar/Mechanics: Plural Nouns/Abbreviations

Writing: Expository/Precise Words/Traits: Voice

High Frequency Words

Different, number, other

Phonics/ Spelling

light, sight, mind, cry, tie, high, wild, dry, try, lie, baby, queen, different, number, other

Vocabulary

independence, landmark, state, government, symbol

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.B: Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Capitalize proper nouns.

Use commas and apostrophes appropriately.
Spell words drawing on common spelling patterns.
Consult reference material as needed.

• Unit / Theme

Unit 2: Week 4

Integrated Skills and Concepts

Genre: Folktale
Strategy: Generate Questions
Skill: Make Inferences
Character, Setting, Plot
Grammar/Mechanics: Possessive Nouns/Apostrophes
Writing: Personal Narratives: Friendly Letter/Vary Words/Traits: Word Choice

High Frequency Words

began, anything, everyone

Phonics/ Spelling

grow, mow, bowl, toe, goes, toast, soap, foam, told, most, light, mind, anything, everyone, began

Vocabulary

collectors, store, reward, clever, double, amount

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.2.2.D: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.
1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings
1.4.2.A: Write organized, detailed descriptive poems and stories that include literary elements.

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral

CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.4.2.E: Choose words and phrases for effect.

CC.1.4.2.G: Write opinion pieces on familiar topics or texts.

CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.Q: Choose words and phrases for effect

- Unit / Theme

Unit 2: Week 5

Integrated Skills and Concepts

Genre: Biography

Strategy: Generate Questions

Skill: Compare and Contrast

Main Idea and Details

Grammar/Mechanics: Plurals/Apostrophes

Writing: Expository/Important Details/Traits: Ideas

High Frequency Words

building, machine, scientist

Phonics/ Spelling

mule, bugle, fuse, use, flute, June, music, duke, tune, dune, bowl, goes, building, machine, scientist

Vocabulary

allowed, powerful, invented, instrument, products, design

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

Read grade-appropriate irregularly spelled words.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.

CC.1.4.2.H: Identify the topic and state an opinion.

CC.1.4.2.I: Support the opinion with reasons that include details connected to the opinion.

CC.1.4.2.J: Create an organizational structure that includes reasons and includes a concluding statement.

CC.1.4.2.V: Participate in individual or shared research and writing projects.

• Unit / Theme

Unit 3: Let's Create

Week 1

Integrated Skills and Concepts

Genre: Expository

Strategy: Visualize

Skill: Summarize

Compare/Contrast

Grammar/Mechanics: Action Verbs/Abbreviations

Writing: Persuasive Advertisement/Precise Words/Traits: Voice

High Frequency Words

Body, Pretty, Young

Phonics/ Spelling

Clerk, herd, first, churn, hurt, term, skirt, stir, burst, turn, music, June, body, pretty, young

Vocabulary

Annual, anticipate, cherish, emotion, festive

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.5.2.B: Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.

1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.4.2.G: Write opinion pieces on familiar topics or texts.

Materials & Resources

CC.1.4.2.H: Identify the topic and state an opinion.

CC.1.4.2.I: Support the opinion with reasons that include details connected to the opinion.

CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience.

CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

- Unit / Theme

Unit 3: Week 2

Integrated Skills and Concepts

Genre: Fiction

Strategy: Visualize

Skill: Summarize

Compare and contrast

Grammar/Mechanics: present-tense verbs/commas in a series

Writing: Personal Narratives/Vary Sentences/ Traits: Organization

High Frequency Words

Inside, behind, happened

Phonics/ Spelling

near, dear, ear, deer, steer, cheer, verb, perch, here, where, first, hurt, inside, behind, happened

Vocabulary

medium, arrive, argue, stubborn, noticed, cozy

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.5.2.B: Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience.

CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

- Unit / Theme

Unit 3: Week 3

Integrated Skills and Concepts

Genre: Expository

Strategy: Generate Questions

Skill: Author's Purpose

Summarize

Grammar/Mechanics: Past-Tense Verbs/Letter Punctuation

Writing: Expository/Strong Opening/Traits: Ideas

High Frequency Words

Heavy, region, system

Phonics/ Spelling

part, start, park, farm, dark, art, hard, far, are, large, near, where, heavy, region, system

Vocabulary

impossible, pleasant, talent, treasures

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.A: Identify the author's purpose and type, using various genre.

1.1.2.C: Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.

1.2.2.A: Use text organization and content to derive meaning from text using criteria.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.H: Describe how reasons support specific points the author makes in a text.

CC.1.4.2.D: Group information and provide a concluding statement or section.

CC.1.2.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

- Unit / Theme

Unit 3: Week 4

Integrated Skills and Concepts

Genre: Fiction

Strategy: Generate Questions

Skill: Cause and Effect

Summarize

Grammar/Mechanics: The verb *have*/Book Titles

Writing: Persuasive: Friendly Letter/Strong Conclusion/Traits: World Choice

High Frequency Words

Carry, once, talk

Phonics/ Spelling

more, tore, wore, store, oar, roar, board, port, north, fort, farm, dark, carry, once, talk

Vocabulary

impatient, furious, emergency, demand, sincerely, neutral

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.C: Identify essential and nonessential information within and across a variety of texts.

1.4.2.A: Write organized, detailed descriptive poems and stories that include literary elements.

1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same top

CC.1.4.2.G: Write opinion pieces on familiar topics or texts.

CC.1.4.2.H: Identify the topic and state an opinion.

CC.1.4.2.J: Create an organizational structure that includes reasons and includes a concluding statement.

CC.1.4.2.Q: Choose words and phrases for effect

- Unit / Theme

Unit 3: Week 5

Integrated Skills and Concepts

Genre: Autobiography

Strategy: Generate Questions

Skill: Draw Conclusions

Cause and Effect

Grammar/Mechanics: Sentence Combing/Sentence Punctuation

Writing: Descriptive Poems/Precise Words/Traits: Word Choice

High Frequency Words

Believe, built, material

Phonics/ Spelling

star, shark, care, stare, rare, dare, hair, pair, chair, fair, store, north, believe, material, built

Vocabulary

Creating, familiar, glamorous, imagination, memories, occasions

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.A: Use text organization and content to derive meaning from text using criteria.

1.3.2.B: Recognize and identify different types of genres such as poetry, drama, and fiction.

1.4.2.A: Write organized, detailed descriptive poems and stories that include literary elements.

1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

Common Core Standards

CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode two-syllable words with long vowels and words with common prefixes and suffixes.

Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.

CC.1.2.2.K: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

CC.1.4.2.E: Choose words and phrases for effect.

- Unit / Theme

Unit 4: Better Together

Week 1

Integrated Skills and Concepts

Genre: Folktale

Strategy: Reread

Skill: Cause and Effect

Draw Conclusions

Grammar/Mechanics: Linking Verbs/Capitalization

Writing: Personal Narrative/Strong Paragraph/Traits: Organization

High Frequency Words

Family, Four, hear

Phonics/ Spelling

Clown, growl, howl, brown, crown, ground, shout, cloud, house, sound, shark, chair, family, four, hear

Vocabulary

gasped, attached, frantically, swung, delicious

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.A: Use text organization and content to derive meaning from text using criteria.

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.B: Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.

CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

- Unit / Theme

Unit 4: Week 2

Integrated Skills and Concepts

Genre: Fiction

Strategy: Read Ahead

Skill: Use Illustrations

Cause and Effects

Grammar/Mechanics: Have as a helping verb/Quotation marks

Writing: Persuasive Essay/A Strong Opening/Traits: Ideas

High Frequency Words

Above, Color, Song

Phonics/ Spelling

Soil, Broil, Moist, Point, Boil, Oil, Toy, Joy, Avoid, Royal, Crown, House, Above, Color, Song

Vocabulary

Attention, buddy, accident, tip, enormous, obeys

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.C: Identify essential and nonessential information within and across a variety of texts.

1.3.2.A: Read, understand, and respond to works from various genres of literature.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.4.2.G: Write opinion pieces on familiar topics or texts.

CC.1.4.2.J: Create an organizational structure that includes reasons and includes a concluding statement.

- Unit / Theme

Unit 4: Week 3

Integrated Skills and Concepts

Genre: Expository

Strategy: Analyze Text Structure

Skill: Sequence of Events

Character, Setting, Plot

Grammar/Mechanics: Irregular Verbs/Book Titles

Writing: Expository Composition/Time-Order Words/Traits: Organization

High Frequency Words

Follow, Near, Paper

Phonics/ Spelling

Room, Tool, suit, fruit, clue, glue, flew, new, shoe, canoe, point, royal, follow, near, paper

Vocabulary

Serious, personal, informs, heal, aid

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.C: Identify essential and nonessential information within and across a variety of texts.

1.3.2.A: Read, understand, and respond to works from various genres of literature.

1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.E: Choose words and phrases for effect.

CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

• Unit / Theme

Unit 4: Week 4

Integrated Skills and Concepts

Genre: Expository
Strategy: Analyze Text Structure
Skill: Sequence of Events
Use Illustrations/Photos
Grammar/Mechanics: Irregular Verbs/Letter Punctuation
Writing: Friendly Letter/Important Details/Traits: Ideas

High Frequency Words

Below, City, Own

Phonics/ Spelling

shook, hook, crook, good, should, brook, foot, soot, could, would, fruit, glue, below, city, own

Vocabulary

young, examines, mammal, normal, hunger, rescued

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.A: Use text organization and content to derive meaning from text using criteria.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2.F: Use grade appropriate conventions of language when writing and editing.

Spell common, frequently used words correctly.

Use capital letters correctly.

Punctuate correctly.

Use correct grammar and sentence formation.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.E: Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.4.2.B: Identify and introduce the topic.

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Capitalize proper nouns.

Use commas and apostrophes appropriately.

Spell words drawing on common spelling patterns.

Consult reference material as needed.

- Unit / Theme

Unit 4: Week 5

Integrated Skills and Concepts

Genre: Fantasy
Strategy: Analyze Story Structure
Skill: Fantasy and Reality
Sequence of Events
Grammar/Mechanics: Contractions/Contractions/Apostrophes
Writing: Descriptive Flyer/Vary Words/Traits: Word Choice

High Frequency Words

Among, bought, decided

Phonics/ Spelling

pause, draw, launch, law, fault, jaw, sauce, hawk, raw, crawl, good, could, among, bought, decided

Vocabulary

Menu, fetch, simmered, assembled, devoured

Assessment(s)

spelling test, comprehension quiz

OCDEL Standards

1.2.2.B: Differentiate fact from opinion within a text.
1.2.2.C: Identify essential and nonessential information within and across a variety of texts.
1.3.2.A: Read, understand, and respond to works from various genres of literature.
1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).
1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.4.2.E: Choose words and phrases for effect.

CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience.

- Unit / Theme

Unit 5: Growing and Changing

Week 1

Integrated Skills and Concepts

Genre: Informational Fiction

Strategy: Summarize

Skill: Draw Conclusion

Sequence of Events

Grammar/Mechanics: Pronouns/Quotation Marks

Writing: How-to-Poster/Important Details/Traits: Ideas

High Frequency Words

Food, Together, Through

Phonics/ Spelling

Nap, Napkin, cab, cabin, in, index, visit, object, cotton, happen, sauce, draw, food, together, through

Vocabulary

burst, desert, drifts, drowns, gently, neighbor

Assessment(s)

Spelling Test/Comprehension Test

OCDEL Standards

1.2.2.D: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.

1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.2.B: Identify and introduce the topic.

CC.1.4.2.C: Develop the topic with facts and/or definitions

CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.



- Unit / Theme

Unit 5: Week 2

Integrated Skills and Concepts

Genre: Fiction

Strategy: Summarize

Skill: Sequence of Events

Draw Conclusions

Grammar/Mechanics: Pronouns *I and Me*/Capitalizing the pronouns *I*

Writing: Personal Narrative: Story/Sequence of Events/Trait: Word Choice

High Frequency Words

Certain, field, hundred

Phonics/ Spelling

pen, pencil, net, magnet, publish, pepper, fuzzy, dinner, bet, better, visit, cabin, certain, field, hundred

Vocabulary

aroma, blooming, muscles, prickly, scent, trade

Assessment(s)

Spelling test/comprehension quiz

OCDEL Standards

1.2.2.D: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.

1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N: Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O: Include thoughts and feeling to describe experience and events to show the response of characters to situations.

CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Unit / Theme

Unit 5: Week 3

Integrated Skills and Concepts

Genre: Expository

Strategy: Adjust Reading Rate

Skill: Summarize

Draw Conclusions

Grammar/Mechanics: Possessive Pronouns/Capitalization

Writing: Expository: Research Report/A Strong Paragraph/Trait: Organization

High Frequency Words

Idea, often, second

Phonics/ Spelling

human, giant, lady, lazy, crazy, navy, gravy, solo, open, odor, better, magnet, idea, often, second

Vocabulary

ancient, hopeful, unable, confirm, valid, site

Assessment(s)

Spelling test/comprehension test

OCDEL Standards

1.1.2.E: Demonstrate accuracy and automaticity, in oral reading of grade level text.

1.2.2.D: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.

1.3.2.C: Identify literary elements (characters, setting, and plot) in selected readings

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

1.8.2.A: Generate questions and locate answers about a specific topic.

1.8.2.B: Conduct research on self-selected or assigned topics using specified source.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.V: Participate in individual or shared research and writing projects.

CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.

CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

• Unit / Theme

Unit 5: Week 4

Integrated Skills and Concepts

Genre: Fantasy
Strategy: Monitor Comprehension: Reread
Skill: Make Inference
Fantasy/Reality
Grammar/Mechanics: Contractions/Contractions/Possessive Pronouns
Writing: Friendly Letter/Vary Words/Trait: Word Choice

High Frequency Words

Group, important, only

Phonics/ Spelling

lit, little, set, settle, rip, ripple, pad, paddle, middle, bubble, lady, open, group, important, only

Vocabulary

fluttered, giggled, peered, recognized, snuggled, vanished

Assessment(s)

spelling test/comprehension test

OCDEL Standards

1.2.2.D: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.

1.2.2.B: Differentiate fact from opinion within a text.

1.2.2.C: Identify essential and nonessential information within and across a variety of texts.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.4.2.E: Choose words and phrases for effect.

CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience.

- Unit / Theme

Unit 5: Week 5

Integrated Skills and Concepts

Genre: Fiction

Strategy: Adjust Reading Rate

Skill: Make Inferences

Sequence of Events

Grammar/Mechanics: Pronoun-Verb Agreement/Book Titles

Writing:Expository: Book Report/A Strong Conclusion/Trait: Ideas

High Frequency Words

Door, order, remember

Phonics/ Spelling

no, noble, male, female, baby, basic, bacon, relate, return, lion, little, middle, door, order, remember

Vocabulary

Beloved, promised, wiggled, gleamed, glanced, noble

Assessment(s)

Spelling Test/Comprehension Test

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.1.2.E: Demonstrate accuracy and automaticity, in oral reading of grade level text.

1.2.2.D: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.D: Group information and provide a concluding statement or section.

• Unit / Theme

Unit 6: The World Around Us
Week 1

Integrated Skills and Concepts

Genre: Fiction
Strategy: Generate Questions
Skill: Author's Purpose
Main Idea and Details
Grammar/Mechanics: Adjectives/Commas in Sentences
Writing: Narrative: Friendly Letter/Important Details/Trait: Voice

High Frequency Words

Listen, several, wind

Phonics/ Spelling

rat, rattle, rid, riddle, sad, saddle, jig, jiggle, apple, puddle, baby, female, listen, several, wind

Vocabulary

burrow, beyond, warning, lengthy, distant

Assessment(s)

Spelling Test/Comprehension Test

OCDEL Standards

1.1.2.A: Identify the author’s purpose and type, using various genre.
1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
1.3.2.A: Read, understand, and respond to works from various genres of literature.

1.5.2.A: Write with a focus, with an understanding of topic and audience.

1.5.2.B: Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.H: Describe how reasons support specific points the author makes in a text.

CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N: Establish a situation and introduce a narrator and/or characters.

CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Unit / Theme

Unit 6: Week 2

Integrated Skills and Concepts

Genre: Expository

Strategy: Generate Questions

Skill: Compare and Contrast

Author's Purpose

Grammar/Mechanics: Use articles *a*, *an*, and *the*

Writing: Expository: Summary/Strong Topic Sentence/Trait: Ideas

High Frequency Words

area, money, piece

Phonics/ Spelling

way, away, ball, balloon, play, display, joy, enjoy, explain, meadow, saddle, riddle, area, money, piece

Vocabulary

beasts, puddles, nibble, itches, preen, handy

Assessment(s)

Spelling Test/Comprehension Test

OCDEL Standards

1.1.2.A: Identify the author's purpose and type, using various genre.

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.A: Use text organization and content to derive meaning from text using criteria.

1.3.2.A: Read, understand, and respond to works from various genres of literature.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.2.2.H: Describe how reasons support specific points the author makes in a text.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.C: Develop the topic with facts and/or definitions

- Unit / Theme

Unit 6: Week 3

Integrated Skills and Concepts

Genre: Expository

Strategy: Generate Questions

Skill: Problem and Solutions

Compare and Contrast

Grammar/Mechanics: Synonyms and Antonyms/Sentence Punctuation

Writing: Expository: Composition/Strong Paragraph/Trait: Organization

High Frequency Words

During, Sure, Whole

Phonics/ Spelling

Place, replace, nine, ninety, side, sidewalk, face, inside, these, tadpole, enjoy, display, during, sure, whole

Vocabulary

Conservation, remains, trouble, extinct, hardest

Assessment(s)

Spelling Test/Comprehension

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.A: Use text organization and content to derive meaning from text using criteria.

1.3.2.A: Read, understand, and respond to works from various genres of literature.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.1.3.2.H: Compare and contrast two or more versions of the same story by different authors or from different culture.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.C: Develop the topic with facts and/or definitions

- Unit / Theme

Unit 6: Week 4

Integrated Skills and Concepts

Genre: Expository

Strategy: Visualize

Skill: Cause and Effect

Problem and Solution

Grammar/Mechanics: Adjectives that Compare/Apostrophes

Writing: Expository: Compare and Contrast/Vary Sentences/Trait: Sentence Fluency

High Frequency Words

Complete, measure, questions

Phonics/ Spelling

Wood, wooden, reach, reaches, way, highway, be, between, root, uprooted, inside, replace, complete, measure, questions

Vocabulary

violent, beware, prevent, uprooted, destroy, grasslands

Assessment(s)

Spelling Test/Comprehension Test

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.A: Use text organization and content to derive meaning from text using criteria.

1.3.2.A: Read, understand, and respond to works from various genres of literature.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

1.5.2.E: Revise writing to improve detail and order by identifying missing information.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.

CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.

CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.C: Develop the topic with facts and/or definitions

CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Capitalize proper nouns.

Use commas and apostrophes appropriately.

Spell words drawing on common spelling patterns.

Consult reference material as needed.

CC.1.4.2.E: Choose words and phrases for effect.

- Unit / Theme

Unit 6: Week 5

Integrated Skills and Concepts

Genre: Drama
Strategy: Visualize
Skill: Problem Solution
Cause and Effect
Grammar/Mechanics: Adverbs/Prepositions and prepositional phrases
Writing: Narrative: Play/Sequence of Events/Trait: Organization

High Frequency Words

Pulled, travel, voice

Phonics/ Spelling

Jump, jumper, high, higher, star, starry, other, mother, ever, paper, highway, between, pulled, travel, voice

Vocabulary

signal, randomly, agreed, gathered, jabbing

Assessment(s)

Spelling Test/Comprehension Test

OCDEL Standards

1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.

1.2.2.A: Use text organization and content to derive meaning from text using criteria.

1.3.2.A: Read, understand, and respond to works from various genres of literature.

1.2.2.E: Read, understand, and respond to essential content of text in all academic areas.

1.4.2.A: Write organized, detailed descriptive poems and stories that include literary elements.

1.5.2.C: Organize writing in a logical order. • Include a recognizable beginning, middle, and end.

1.5.2.D: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.

1.5.2.E: Revise writing to improve detail and order by identifying missing information.

1.6.2.A: Listen actively and respond to others in small and large group situations.

Respond with grade level appropriate questions, ideas, information, or opinions.

1.6.2.B: Use appropriate volume, clarity and gestures in individual or groups situations. Deliver an oral report on an assigned topic.

Common Core Standards

CC.1.1.2.E: Read with accuracy and fluency to support comprehension:

Read on-level text with purpose and understanding.

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.

CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.

CC.1.4.2.E: Choose words and phrases for effect.

CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N: Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O: Include thoughts and feeling to describe experience and events to show the response of characters to situations.

CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

CC.1.5.2.G: Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.