

Morrilton Primary 1st Grade Literacy Pacing Guide

First Nine Weeks

Enduring Understanding: Effective oral and visual communication is important to learning.

1A. Essential Question: How is following directions important to learning?

O:V.1.1.8 Give simple two-step directions

OV.2.1.3 Follow two-step oral directions

1B. Essential Question: How does media help me learn?

OV .3.1.1 Listen to and view a variety of media to understand and extend learning

OV.3.1.3 Respond to media in a variety of ways (i.e., art, writing and movement)

2. Enduring Understanding: Good writers use strategies and the writing process to produce quality writing

2A. Essential Question: How do I prepare to write?

W.4.1.2 Focus on one topic

W.4.1.3 Apply strategies to move from oral language to written language

W.4.1.6 Participate in teacher led prewriting activities to promote organization of writing (i.e., story maps, webbing, and graphic organizers)

2B. Essential Question: How do I get my ideas down on paper?

W.4.1.11 Use strategies for applying phonemic awareness and phonics knowledge(i.e., slowly articulate or

W.6.1.4 Use phonetic strategies to spell unknown words (i.e.,segmentation and analogies to known words)

W.6.1.5 Spell basic high frequency words correctly

W.7.1.4 Produce writing that uses the full range of words in their speaking vocabulary

W.6.1.9 Write with the format of lines and spaces provided by the selected paper

W.6.1.10 Print legibly by forming letters and leaving spaces between words and sentences.

W.7.1.4 Produce writing that uses the full range of words in their speaking vocabulary

2C. Essential Question: How can I improve my writing?

OV.1.1.2 Use singular and plural nouns appropriately in speech

W.6.1.1 Use basic sentence structure for simple sentences

W.6.1.3 Use subject and verb agreement in simple sentences

W.7.1.7 Examine written work with teacher guidance to determine progress in writing and work habits

2D. Essential question: How can I share my writing with others?

W.4.1.17	Share writing with others
OV.2.1.6	Show interest in and respond appropriately to verbal and musical performances
W.4.1.18	Polish approximately ten pieces throughout the year (i.e., illustrations, rewriting or typing, and page
W.4.1.20	Select pieces for a writing portfolio

3. Enduring Understanding: Good writers write in different ways for various reasons and for various audiences.

3A. Essential Question: Who do I write for? When and why?

W.5.1.1	Write for peers
W.5.1.3	Write daily

3B. Essential Question: What forms do I use when I write?

W.5.1.7	Compose labels, captions, events and stories in response to a theme or subject area
W.7.1.2	Imitate narrative elements and predictable language patterns derived from known texts

4. Enduring Understanding: Understanding how print works is essential for making meaning from print.

4. Essential Question: How does print work?

R.8.1.2	Apply knowledge of letter, word, sentence and paragraph
R.8.1.1	Distinguish between letters, words and sentences
R.8.1.3	Recognize that there are correct spellings for words
R.8.1.4	Identify the author and title of a book

5. Enduring Understanding: Hearing and saying sounds in words helps students learn to read and write.

5A. Essential Question: How does hearing and saying sounds in words help me learn to read and write? (i.e., phonemic awareness in the absence of print)

R.8.1.5	Blend phonemes fluently
R.8.1.6	Segment phonemes fluently (minimum 40 phonemes per minute)

6. Enduring Understanding: Good readers learn to use strategies to understand text.

6. Essential Question: What strategies do good readers use to understand text?

OV.2.1.4	Listen to literature and respond appropriately, including prediction, connecting, questioning and discussing the text
OV.2.1.5	Listen for specific information in order to respond with appropriate feedback
USING PRIOR KNOWLEDGE TO MAKE MEANING	
R.9.1.1	Access appropriate prior knowledge to enhance and monitor the understanding of the text
USING CONNECTIONS TO MAKE MEANING	
R.9.1.2	Make connections from text to self during independent reading
R.9.1.3	Make connections from text to text during independent reading
USING VISUALIZATION TO MAKE MEANING	

USING QUESTIONING AND MONITORING TO MAKE MEANING

R.9.1.5	Ask and answer questions before, during and after the reading, including who, what, when, where, why and how
R.9.1.8	Know when the text doesn't make sense and search for meaning
OV.1.1.12	Ask for clarification and explanation of words and ideas
R.9.1.10	Retell stories identifying characters, setting, events, problem and resolution
OV.1.1.11	Participate in a variety of speaking activities
OV.1.1.13	Accept contributions of teacher or group to improve speaking performance
7. Enduring Understanding: Reading a wide variety of texts for a variety of purposes increases skills, knowledge and reading.	
7A. Essential Question: When should I read?	
R.10.1.1	Read daily
R.10.1.5	Read during independent reading time
R.1.1.6	Read and reread with others through shared, partner and choral reading
7B. Essential Question: What kinds of texts should I read?	
R.10.1.13	Read a variety of stories, plays and predictable books
R.10.1.16	Read simple poems, including couplets and acrostics
R.10.1.19	Use various forms of functional print, including lunch menus and learning charts to accomplish tasks

Second Nine Weeks

Enduring Understanding: Effective oral and visual communication is important to learning.

1A. Essential Question: How is following directions important to learning?

O:V.1.1.8 Give simple two-step directions

OV.2.1.3 Follow two-step oral directions

1B. Essential Question: How does media help me learn?

OV.3.1.1 Listen to and view a variety of media to understand and extend learning

OV.3.1.3 Respond to media in a variety of ways (IE, art, writing and movement)

Enduring Understanding: Good writers use strategies and the writing process to produce quality writing.

2A. Essential Question: How do I prepare to write?

W.4.1.2 Focus on one topic

W.4.1.3 Apply strategies to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.)

W.4.1.6 Participate in teacher led prewriting activities to promote organization of writing (i.e., story maps, webbing and graphic organizers)

2B. Essential Question: How do I get my ideas down on paper?

W.4.1.11 Use strategies for applying phonemic awareness and phonics knowledge(i.e., slowly articulate or segment words in order to hear sounds and record corresponding letters, break words at onset and rime)

W.6.1.4 Use phonetic strategies to spell unknown words (i.e.,segmentation and analogies to known words)

W.6.1.5 Spell basic high frequency words correctly

W.7.1.4 Produce writing that uses the full range of words in their speaking vocabulary

W.6.1.9 Write with the format of lines and spaces provided by the selected paper

W.6.1.10 Print legibly by forming letters and leaving spaces between words and sentences.

W.7.1.4 Produce writing that uses the full range of words in their speaking vocabulary

2C. Essential Question: How can I improve my writing?

OV.1.1.2 Use singular and plural nouns appropriately in speech

W.6.1.1 Use basic sentence structure for simple sentences

W.6.1.3	Use subject and verb agreement in simple sentences
W.6.1.6	Capitalize the beginning of sentence
W.6.1.7	Capitalize proper names
W.6.1.8	Use periods at the end of a sentence
W.7.1.7	Examine written work with teacher guidance to determine progress in writing and work habits
2D. Essential question: How can I share my writing with others?	
W.4.1.17	Share writing with others
OV.2.1.6	Show interest in and respond appropriately to verbal and musical performances
W.4.1.18	Polish approximately ten pieces throughout the year (i.e., illustrations, rewriting or typing, and page break
W.4.1.20	Select pieces for a writing portfolio
3. Enduring Understanding: Good writers write in different ways for various reasons and for various audiences.	
3A. Essential Question: Who do I write for? When and why?	
W.5.1.1	Write for peers
W.5.1.3	Write daily
3B. Essential Question: What forms do I use when I write?	
W.5.1.7	Compose labels, captions, events, and/or stories in response to a theme or subject area
W.7.1.2	Imitate narrative elements and predictable language patterns derived from known texts
4. Enduring Understanding: Understanding how print works is essential for making meaning from	
4. Essential Question: How does print work?	
R.8.1.2	Apply knowledge of letter, word, sentence and paragraph
R.8.1.1	Distinguish between letters, words and sentences
R.8.1.3	Recognize that there are correct spellings for words
R.8.1.4	Identify the author and title of a book
5. Enduring Understanding: Hearing and saying sounds in words helps students learn to read	
5A. Essential Question: How does hearing and saying sounds in words help me learn to read and	
R.8.1.5	Blend phonemes fluently
R.8.1.6	Segment phonemes fluently (minimum 40 phonemes per minute)
R.8.1.7	Delete phonemes to create new words
R.8.1.8	add phonemes to existing words to create new words
R.8.1.9	Substitute one phoneme for another to make new words
6. Enduring Understanding: Good readers learn to use strategies to understand text.	
6. Essential Question: What strategies do good readers use to understand text?	
OV.2.1.4	Listen to literature and respond appropriately, including prediction, connecting, questioning and discussing the text

OV.2.1.5	Listen for specific information in order to respond with appropriate feedback
USING PRIOR KNOWLEDGE TO MAKE MEANING	
R.9.1.1	Access appropriate prior knowledge to enhance and monitor the understanding of the text
USING CONNECTIONS TO MAKE MEANING	
R.9.1.2	Make connections from text to self during independent reading
R.9.1.3	Make connections from text to text during independent reading
USING VISUALIZATION TO MAKE MEANING	
R.9.1.4	Form a mental picture from text read independently, including story element or descriptions
USING QUESTIONING AND MONITORING TO MAKE MEANING	
R.9.1.5	Ask and answer questions before, during and after the reading, including who, what, when, where, why
R.9.1.8	Know when the text doesn't make sense and search for meaning
OV.1.1.12	Ask for clarification and explanation of words and ideas
OV.1.1.10	Tell and retell stories providing the characters, setting, problem, events and resolution in logical order
R.9.1.10	Retell stories identifying characters, setting, events, problem and resolution
R.9.1.11	Create a main idea statement about a selection
OV.1.1.11	Participate in a variety of speaking activities
OV.1.1.13	Accept contributions of teacher or group to improve speaking performance
R.9.1.13	Retell a story by including story elements
7. Enduring Understanding: Reading a wide variety of texts for a variety of purposes increases	
7A. Essential Question: When should I read?	
R.10.1.1	Read daily
R.10.1.5	Read during independent reading time
R.1.1.6	Read and reread with others through shared, partner and choral reading
7B. Essential Question: What kinds of texts should I read?	
R.10.1.4	Read and compare multiple books by the same author
R.10.1.13	Read a variety of stories, plays, and predictable books
R.10.1.16	Read simple poems, including couplets and acrostics
R.10.1.19	Use various forms of functional print, including lunch menus and learning charts, to accomplish tasks
8. Enduring Understanding: Authors use many different forms of writing to convey their message.	
8. Essential Question: How do I examine and respond to different forms of writing?	
R.10.1.2	Distinguish fantasy from realistic text
R.10.1.3	Distinguish between fiction and non fiction
R.10.1.10	Use graphic organizers, including lists, story frames, and T charts to make meaning of the reading selection
R.10.1.14	Identify story elements in simple stories
R.10.1.15	Create innovations from predictable texts

R.10.1.16	Read simple poems, including couplets and acrostics
R.10.1.17	Discuss simple poetry to determine meaning
OV.1.1.3	Focus on audience (i.e., eye contact)
OV.1.1.4	Use voice level, phrasing and intonation to speak clearly
OV.1.1.5	Follow etiquette for conversation
OV.1.1.6	Make appropriate comments and suggestions and ask clarifying questions about the ideas and work of others
OV.1.1.7	Support spoken ideas and opinions with examples
OV.1.1.9	Participate in discussions about a variety of topics, including classroom events
OV.1.1.13	Accept contributions of teacher or group to improve speaking performance
OV.2.1.1	Demonstrate active listening behaviors (i.e., taking turns to speak)
OV.2.1.2	Listen and identify topic
9. Enduring Understanding: Readers use strategies to problem solve unknown words.	
9. Essential Question: What strategies do good readers use to problem solve new words?	
R.11.1.1	Use knowledge of context clues to make sense of new words
R.11.1.2	Determine word meanings by applying knowledge of compound words, regular plurals,, common contractions, inflectional endings, and singular possessive nouns
R.11.1.4	Know the order of the letters in the alphabet
R.11.1.5	Decode single syllable words using initial and final consonants, short vowel patterns, onsets and rimes, blends and digraphs in continuous text
R.11.1.12	Monitor, cross check, and self correct as needed to make meaning of the text during reading
10. Enduring Understanding: Reading fluently and accurately helps in making meaning when reading	
10. Essential Question: How does reading fluently and accurately help in reading text?	
R.11.1.6	Read fluently approximately 150 high frequency words encountered during reading
R.11.1.10	Read grade level texts with accuracy of 90% or above
R.11.1.11	Demonstrate automaticity of letter sounds and phonic patterns during reading
OV.1.1.11	Participate in a variety of speaking activities, including choral reading
11. Enduring Understanding: Knowing the meanings of words is crucial to understanding	
11. Essential Question: How will developing a better vocabulary improve reading and writing?	
OV.1.1.1	Use more descriptive and precise vocabulary to name and describe known items
W.7.1.6	Use newly learned words in writing
R.11.1.3	Refine the meanings of words through repeated encounters
R.11.1.7	Sort and classify words by function or concept

R.11.1.8	Discuss the meaning of new words encountered in independent and assisted reading
R.11.1.9	Experiment with language, including riddles and nonsense words and using them in speaking, reading

Third Nine Weeks

Enduring Understanding: Effective oral and visual communication is important to learning.

1A. Essential Question: How is following directions important to learning?

O:V.1.1.8 Give simple two-step directions

OV.2.1.3 Follow two-step oral directions

1B. Essential Question: How does media help me learn?

OV.3.1.1 Listen to and view a variety of media to understand and extend learning

OV.3.1.2 Explore media for ideas and relationships and for culture

OV.3.1.3 Respond to media in a variety of ways (IE, art, writing and movement)

OV.3.1.4 Identify differences in variety of media presentations

Enduring Understanding: Good writers use strategies and the writing process to produce quality

2A. Essential Question: How do I prepare to write?

W.4.1.1 Create and maintain a topic list

W.4.1.2 Focus on one topic

W.4.1.3 Apply strategies to move from oral language to written language (i.e., orally compose message and

W.4.1.3 Develop one topic

W.4.1.5 Use a story frame or paragraph frame to organize writing

2B. Essential Question: How do I get my ideas down on paper?

W.4.1.8 Elaborate to expand an idea

W.4.1.9 Include an introductory sentence and a sense of closure

W.4.1.10 Use a core of high frequency words fluently

W.4.1.11 Use strategies for applying phonemic awareness and phonics knowledge(i.e., slowly articulate or segment words in order to hear sounds and record corresponding letters, break words at onset and rime to record corresponding letter patterns, etc)

W.6.1.4 Use phonetic strategies to spell unknown words (i.e.,segmentation and analogies to known words)

W.6.1.5 Spell basic high frequency words correctly

W.7.1.4 Produce writing that uses the full range of words in their speaking vocabulary

2C. Essential Question: How can I improve my writing?

OV.1.1.2 Use singular and plural nouns appropriately in speech

W.4.1.12 Reread and revise for meaning based on teacher conference

W.4.1.13 Elaborate message when prompted

W.4.1.14 Edit for complete sentences, appropriate capitalization, punctuation,and appropriate spelling

W.4.1.15 Utilize available resources to edit personal writing (i.e.,editing checklist, personal dictionary, word wall, etc.

W.6.1.2 Vary sentence beginnings

W.6.1.3	Use subject and verb agreement in simple sentences
W.6.1.6	Capitalize the beginning of sentence
W.6.1.8	Use periods at the end of a sentence
W.7.1.1	Include some concrete details when writing
W.7.1.3	Use adjectives when writing about people, places, things, and events
W.7.1.5	Select more precise words when prompted
W.7.1.7	Examine written work with teacher guidance to determine progress in writing and work habits
2D. Essential question: How can I share my writing with others?	
W.4.1.17	Share writing with others
OV.2.1.6	Show interest in and respond appropriately to verbal and musical performances
W.4.1.16	Prepare pieces for publication (i.e., illustrations, rewriting or typing and page break, etc)
W.4.1.18	Polish approximately 10 pieces throughout the year (i.e., than yours, classroom book, posters. Stories and poems, etc
W.4.1.19	Use available technology for publishing
W.4.1.20	Select pieces for a writing portfolio
3. Enduring Understanding: Good writers write in different ways for various reasons and for various audiences.	
3A. Essential Question: Who do I write for? When and why?	
W.5.1.1	Write for peers
W.5.1.3	Write daily
3B. Essential Question: What forms do I use when I write?	
W.5.1.2	Determine purpose for writing by explaining why some text forms may be more appropriate than others
W.5.1.4	Write instructions with appropriate sequence
W.5.1.5	Write brief expository descriptions of a real object, person, place or event with some detail
W.5.1.6	Write thank you notes, invitations, and personal narratives
W.5.1.7	Compose labels, captions, events and/or stories in response to a theme or subject area
W.5.1.8	Write couplets and acrostics
W.7.1.2	Imitate narrative elements and predictable language patterns derived from known texts
4. Enduring Understanding: Understanding how print works is essential for making meaning from	
4. Essential Question: How does print work?	
R.8.1.2	Apply knowledge of letter, word, sentence and paragraph
5. Enduring Understanding: Hearing and saying sounds in words helps students learn to read	
5A. Essential Question: How does hearing and saying sounds in words help me learn to read and write? (i.e., phonemic awareness in the absence of print)	
R.8.1.5	Blend phonemes fluently

R.8.1.6	Segment phonemes fluently (minimum 40 phonemes per minute)
R.8.1.7	Delete phonemes to create new words
R.8.1.8	Add phonemes to existing words to create new words
R.8.1.9	Substitute one phoneme for another to make new words
6. Enduring Understanding: Good readers learn to use strategies to understand text.	
6. Essential Question: What strategies do good readers use to understand text?	
OV.2.1.4	Listen to literature and respond appropriately, including prediction, connecting, questioning and discussing the text
OV.2.1.5	Listen for specific information in order to respond with appropriate feedback
USING PRIOR KNOWLEDGE TO MAKE MEANING	
R.9.1.1	Access appropriate prior knowledge to enhance and monitor the understanding of the text
USING CONNECTIONS TO MAKE MEANING	
R.9.1.2	Make connections from text to self during independent reading
R.9.1.3	Make connections from text to text during independent reading
USING VISUALIZATION TO MAKE MEANING	
R.9.1.4	Form a mental picture from text read independently, including story element or descriptions
USING QUESTIONING AND MONITORING TO MAKE MEANING	
R.9.1.5	Ask and answer questions before, during and after the reading, including who, what, when, where, why and how
R.9.1.6	Locate information within the text to answer literal questions
R.9.1.7	Ask questions that seek elaboration and justification
R.9.1.8	Know when the text doesn't make sense and search for meaning
OV.1.1.12	Ask for clarification and explanation of words and ideas
USING INFERENCES TO MAKE MEANING	
R.9.1.9	Make and explain inferences from text, such as making predication and drawing conclusions
DETERMING IMPORTANCE TO MAKE MEANING	
OV.1.1.10	Tell and retell stories providing the characters, setting, problem, events, and resolution in logical order
R.9.1.10	Retell stories identifying characters, setting, events, problem and resolution
R.9.1.11	Create a main idea statement about a selection
R.9.1.12	Refer explicitly to parts of the text when presenting or defending a claim
OV.1.1.11	Participate in a variety of speaking activities
OV.1.1.13	Accept contributions of teacher or group to improve speaking performance
SUMMARIZING AND SYNTHESIZING FOR MEANING	
R.9.1.13	Retell a story by including story elements
R.9.1.14	Create art work and appropriate written responses that show comprehension of a text
7. Enduring Understanding: Reading a wide variety of texts for a variety of purposes increases skills, knowledge and reading.	

7A. Essential Question: When should I read?

R.10.1.1	Read daily
R.10.1.5	Read during independent reading time
R.1.1.6	Read and reread with others through shared, partner and choral reading

7B. Essential Question: What kinds of texts should I read?

R.10.1.4	Read and compare multiple books by the same author
R.10.1.9	Self-select materials on independent reading level based on personal interest
R.10.1.11	Read a variety of simple informational books for specific information
R.10.1.13	Read a variety of stories, plays, and predictable books
R.10.1.16	Read simple poems, including couplets and acrostics
R.10.1.19	Use various forms of functional print, including lunch menus and learning charts, to accomplish tasks

8. Enduring Understanding: Authors use many different forms of writing to convey their message.

8. Essential Question: How do I examine and respond to different forms of writing?

R.10.1.2	Distinguish fantasy from realistic text
R.10.1.3	distinguish between fiction and non fiction
R.10.1.7	Talk about several books on the same theme
R.10.1.12	Sequence simple actions to make meaning
R.10.1.14	Identify story elements in simple stories
R.10.1.15	Create innovations from predictable texts
R.10.1.16	Read simple poems, including couplets and acrostics
R.10.1.17	Discuss simple poetry to determine meaning
R.10.1.18	Analyze poetry to identify the characteristics of simple poems, including acrostics
OV.1.1.3	Focus on audience (i.e., eye contact)
OV.1.1.4	Use voice level, phrasing and intonation to speak clearly
OV.1.1.5	Follow etiquette for conversation
OV.1.1.6	Make appropriate comments and suggestions and ask clarifying questions about the ideas and work of others
OV.1.1.7	Support spoken ideas and opinions with examples
OV.1.1.9	Participate in discussions about a variety of topics, including classroom events
OV.1.1.13	Accept contributions of teacher or group to improve speaking performance
OV.2.1.1	Demonstrate active listening behaviors (i.e., taking turns to speak)
OV.2.1.2	Listen and identify topic

9. Enduring Understanding: Readers use strategies to problem solve unknown words.

9. Essential Question: What strategies do good readers use to problem solve new words?

R.11.1.1	Use knowledge of context clues to make sense of new words
R.11.1.2	Determine word meanings by applying knowledge of compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns
R.11.1.4	Know the order of the letters in the alphabet

R.11.1.5	Decode single syllable words using initial and final consonants, short vowel patterns, onsets and rimes, blends and digraphs in continuous text
R.11.1.12	Monitor, cross check, and self correct as needed to make meaning of the text during reading
10. Enduring Understanding: Reading fluently and accurately helps in making meaning when	
10. Essential Question: How does reading fluently and accurately help in reading text?	
R.11.1.6	Read fluently approximately 150 high frequency words encountered during reading
R.11.1.10	Read grade level texts with accuracy of 90% or above
R.11.1.11	Demonstrate automaticity of letter sounds and phonic patterns during reading
R.11.1.13	Read grade level text fluently at a minimum of 40 words per minute
R.11.1.14	Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation and intonation
OV.1.1.11	Participate in a variety of speaking activities, including choral reading
11. Enduring Understanding: Knowing the meanings of words is crucial to understanding	
11. Essential Question: How will developing a better vocabulary improve reading and writing?	
OV.1.1.1	Use more descriptive and precise vocabulary to name and describe known items

W.7.1.6	Use newly learned words in writing
R.11.1.3	Refine the meanings of words through repeated encounters
R.11.1.7	Sort and classify words by function or concept
R.11.1.8	Discuss the meaning of new words encountered in independent and assisted reading
R.11.1.9	Experiment with language, including riddles and nonsense words and using them in speaking, reading and writing
12. Enduring Understanding: Students should be able to access information by reading.	
12. Essential Question: How do I locate information:	
R.10.1.20	Understand the function of a dictionary
R.10.1.21	Use knowledge of alphabetical order by first letter when using a simple reference material
R.10.1.22	Use resources including a table of contents, to enhance reading
IR.12.1.1	Gather and collect information about a topic
IR.12.1.2	Use alphabetical order to the first letter to access
IR.12.1.3	Use parts of a book to locate information, including table of contents
IR.12.1.4	Access information from simple charts, graphs
IR.12.1.5	Stay on topic
W.4.1.3	Develop one topic
W.4.1.5	Use a story frame or paragraph frame to organize writing
W.4.1.6	Participate in teacher led prewriting activities to promote organization of writing (i.e., story maps, graphic organizers)
Fourth Nine Weeks	
Enduring Understanding: Effective oral and visual communication is important to learning.	
1A. Essential Question: How is following directions important to learning?	
O:V.1.1.8	Give simple two-step directions
OV.2.1.3	Follow two-step oral directions
1B. Essential Question: How does media help me learn?	
OV.3.1.1	Listen to and view a variety of media to understand and extend learning
OV.3.1.2	Explore media for ideas and relationships and for culture
OV.3.1.3	Respond to media in a variety of ways (IE, art, writing and movement)
OV.3.1.4	Identify differences in variety of media presentations
W.7.1.4	Produce writing that uses the full range of words in their speaking vocabulary
2C. Essential Question: How can I improve my writing?	
OV.1.1.2	Use singular and plural nouns appropriately in speech

W.4.1.12	Reread and revise for meaning based on teacher conference
W.4.1.13	Elaborate message when prompted
W.4.1.14	Edit for complete sentences, appropriate capitalization, punctuation, and appropriate spelling
W.4.1.15	Utilize available resources to edit personal writing (i.e., editing checklist, personal dictionary, word wall, etc.)
W.6.1.1	Use basic sentence structure for simple sentences
W.6.1.2	Vary sentence beginnings
W.6.1.3	Use subject and verb agreement in simple sentences
W.6.1.6	Capitalize the beginning of sentence
W.6.1.8	Use periods at the end of a sentence
W.7.1.1	Include some concrete details when writing
W.7.1.3	Use adjectives when writing about people, places, things, and events
W.7.1.5	Select more precise words when prompted
W.7.1.7	Examine written work with teacher guidance to determine progress in writing and work habits
2D. Essential question: How can I share my writing with others?	
W.4.1.17	Share writing with others
OV.2.1.6	Show interest in and respond appropriately to verbal and musical performances
W.4.1.16	Prepare pieces for publication (i.e., illustrations, rewriting or typing and page break, etc)
W.4.1.18	Polish approximately 10 pieces throughout the year (i.e., thank yous, classroom book, posters. Stories
W.4.1.19	Use available technology for publishing
W.4.1.20	Select pieces for a writing portfolio
3. Enduring Understanding: Good writers write in different ways for various reasons and for various audiences.	
3A. Essential Question: Who do I write for? When and why?	
W.5.1.1	Write for peers
W.5.1.3	Write daily
3B. Essential Question: What forms do I use when I write?	
W.5.1.2	Determine purpose for writing by explaining why some text forms may be more appropriate than others
W.5.1.4	Write instructions with appropriate sequence
W.5.1.5	Write brief expository descriptions of a real object, person, place or event with some detail
W.5.1.6	Write thank you notes, invitations, and personal narratives
W.5.1.7	Compose labels, captions, events and/or stories in response to a theme or subject area

W.5.1.8	Write couplets and acrostics
W.7.1.2	Imitate narrative elements and predictable language patterns derived from known texts
4. Enduring Understanding: Understanding how print works is essential for making meaning from	
4. Essential Question: How does print work?	
R.8.1.2	Apply knowledge of letter, word, sentence and paragraph
R.8.1.3	Recognize that there are correct spellings for words
R.8.1.4	Identify the author and title of a book
5. Enduring Understanding: Hearing and saying sounds in words helps students learn to read	
5A. Essential Question: How does hearing and saying sounds in words help me learn to read and	
R.8.1.6	Segment phonemes fluently (minimum 40 phonemes per minute)
R.8.1.7	Delete phonemes to create new words
R.8.1.8	add phonemes to existing words to create new words
R.8.1.9	Substitute one phoneme for another to make new words
6. Enduring Understanding: Good readers learn to use strategies to understand text.	
6. Essential Question: What strategies do good readers use to understand text?	
OV.2.1.4	Listen to literature and respond appropriately, including prediction, connecting, questioning and discussing the text
OV.2.1.5	Listen for specific information in order to respond with appropriate feedback
USING PRIOR KNOWLEDGE TO MAKE MEANING	
R.9.1.1	Access appropriate prior knowledge to enhance and monitor the understanding of the text
USING CONNECTIONS TO MAKE MEANING	
R.9.1.2	Make connections from text to self during independent reading
R.9.1.3	Make connections from text to text during independent reading
USING VISUALIZATION TO MAKE MEANING	
R.9.1.4	Form a mental picture from text read independently, including story element or descriptions
USING QUESTIONING AND MONITORING TO MAKE MEANING	
R.9.1.5	Ask and answer questions before, during and after the reading, including who, what, when, where, why and how
R.9.1.6	Locate information within the text to answer literal questions
R.9.1.7	Ask questions that seek elaboration and justification
R.9.1.8	Know when the text doesn't make sense and search for meaning
OV.1.1.12	Ask for clarification and explanation of words and ideas
USING INFERENCES TO MAKE MEANING	
R.9.1.9	Make and explain inferences from text, such as making predication and drawing conclusions
DETERMING IMPORTANCE TO MAKE MEANING	
OV.1.1.10	Tell and retell stories providing the characters, setting, problem, events, and resolution in logical order
R.9.1.10	Retell stories identifying characters, setting, events, problem and resolution
R.9.1.11	Create a main idea statement about a selection
R.9.1.12	Refer explicitly to parts of the text when presenting or defending a claim

OV.1.1.11	Participate in a variety of speaking activities
OV.1.1.13	Accept contributions of teacher or group to improve speaking performance
SUMMARIZING AND SYNTHESIZING FOR MEANING	
R.9.1.13	Retell a story by including story elements
R.9.1.14	Create art work and appropriate written responses that show comprehension of a text
7. Enduring Understanding: Reading a wide variety of texts for a variety of purposes increases skills, knowledge and reading.	
7A. Essential Question: When should I read?	
R.10.1.1	Read daily
R.10.1.5	Read during independent reading time
R.1.1.6	Read and reread with others through shared, partner and choral reading
7B. Essential Question: What kinds of texts should I read?	
R.10.1.4	Read and compare multiple books by the same author
R.10.1.9	Self-select materials on independent reading level based on personal interest
R.10.1.11	Read a variety of simple informational books for specific information
R.10.1.13	Read a variety of stories, plays, and predictable books
R.10.1.16	Read simple poems, including couplets and acrostics
R.10.1.19	Use various forms of functional print, including lunch menus and learning charts, to accomplish tasks
8. Enduring Understanding: Authors use many different forms of writing to convey their message.	
8. Essential Question: How do I examine and respond to different forms of writing?	
R.10.1.2	Distinguish fantasy from realistic text
R.10.1.3	distinguish between fiction and non fiction
R.10.1.7	Talk about several books on the same theme
R.10.1.8	Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including picture and written work
R.10.1.10	Use graphic organizers, including lists, story frames, and T charts to make meaning of the reading
R.10.1.12	Sequence simple actions to make meaning
R.10.1.14	Identify story elements in simple stories
R.10.1.15	Create innovations from predictable texts
R.10.1.16	Read simple poems, including couplets and acrostics
R.10.1.17	Discuss simple poetry to determine meaning
R.10.1.18	Analyze poetry to identify the characteristics of simple poems, including acrostics
OV.1.1.3	Focus on audience (i.e., eye contact)
OV.1.1.4	Use voice level, phrasing and intonation to speak clearly
OV.1.1.5	Follow etiquette for conversation

OV.1.1.6	Make appropriate comments and suggestions and ask clarifying questions about the ideas and work of others
OV.1.1.7	Support spoken ideas and opinions with examples
OV.1.1.9	Participate in discussions about a variety of topics, including classroom events
OV.1.1.13	Accept contributions of teacher or group to improve speaking performance
OV.2.1.1	Demonstrate active listening behaviors (i.e., taking turns to speak)
OV.2.1.2	Listen and identify topic
9. Enduring Understanding: Readers use strategies to problem solve unknown words.	
9. Essential Question: What strategies do good readers use to problem solve new words?	
R.11.1.1	Use knowledge of context clues to make sense of new words
R.11.1.2	Determine word meanings by applying knowledge of compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns
R.11.1.5	Decode single syllable words using initial and final consonants, short vowel patterns, onsets and rimes, blends and digraphs in continuous text
R.11.1.12	Monitor, cross check, and self correct as needed to make meaning of the text during reading
10. Enduring Understanding: Reading fluently and accurately helps in making meaning when	
10. Essential Question: How does reading fluently and accurately help in reading text?	
R.11.1.6	Read fluently approximately 150 high frequency words encountered during reading
R.11.1.10	Read grade level texts with accuracy of 90% or above
R.11.1.11	Demonstrate automaticity of letter sounds and phonic patterns during reading
R.11.1.13	Read grade level text fluently at a minimum of 40 words per minute
R.11.1.14	Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation and intonation
OV.1.1.11	Participate in a variety of speaking activities, including choral reading