

1st Grade	Foundational Literacy Curriculum Map	First Semester (Quarters 1 & 2)
<b>Introduction</b>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● 80% of our students will graduate from high school college or career ready</li> <li>● 90% of students will graduate on time</li> <li>● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</li> </ul> <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on <a href="#">page 2</a>).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <a href="#">TN State Standards</a>, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including <a href="#">the instructional shifts</a>.</p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum maps are meant to <b>support effective planning and instruction</b>; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between <b>skills-based</b> and <b>meaning-based competencies</b>, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should <b>integrate practice of both competencies</b>, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> <li>● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning.</li> <li>● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. <a href="#">Research demonstrates</a> that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided.</li> </ul> <p>For additional information, visit the specified grade’s <a href="#">K-3 Journeys Foundational Skills Scope &amp; Sequence</a>.</p>		

1st Grade	Foundational Literacy Curriculum Map	First Semester (Q 1 & 2)
<b>SCS Instructional Framework</b>		

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

#### **In our ELA classrooms, students will:**

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

#### **Effective ELA instruction requires research-based instructional practices which include:**

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

#### **ELA Coaching Guide**

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

1st Grade	Foundational Literacy Curriculum Map	First Semester (Quarters 1 & 2)
<b>Guidance for the ELA Block</b>		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:</p> <ul style="list-style-type: none"> <li>• <b>Building Foundational Literacy Skills (at least 60 minutes daily)</b> – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts.</li> <li>• <b>Working with High-Quality Texts (60 minutes daily EL lessons)</b> – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.</li> <li>• <b>A Volume of Reading (as much as possible)</b> – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation.</li> </ul> <p>These recommendations align to the <a href="#">TDOE recommendations</a> for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive <b>a total of 150 minutes</b> of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see <a href="#">Suggested Foundational Skills Block Framework</a> document for guidance on how to structure your foundational literacy time).</p>		
<b>Guidance for Small Group Instruction</b>		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p> <p><b>Possible workstations for KK – 2<sup>nd</sup> grade are listed below. For more information about these workstations, see the <a href="#">Resource Toolkit</a>.</b></p> <ul style="list-style-type: none"> <li>• <b>Guided Reading</b> - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with decodable texts as well as complex text when appropriate. Along with decodable texts, the teacher should provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies.</li> <li>• <b>Reading Comprehension</b> – In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading.</li> <li>• <b>Vocabulary</b> – This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the map, and possible activities include the <i>Journeys</i> flipbooks, word games, word sorts, and using words in context.</li> <li>• <b>Fluency</b> – In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and <i>Journeys</i> cold read passages.</li> <li>• <b>Phonics</b> – In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the <i>Journeys</i> flipchart.</li> <li>• <b>Independent Reading</b> - One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading.</li> </ul>		

Resource Toolkit: K-1 Literacy Workstations

**Guided Reading**

Guided reading is one component of the shared reading block during which the teacher provides support for small, flexible groups of beginning readers. The teacher helps students learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure. The teacher will provide instruction in the areas of phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.

<u>Reading Comprehension</u>	<u>Writing</u>	<u>Vocabulary</u>
<ul style="list-style-type: none"> <li>• In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text. These are some examples of activities that focus on reading comprehension:                             <ul style="list-style-type: none"> <li>○ Using of graphic organizers to summarize, analyze parts of the text, describe characters, etc.</li> <li>○ Asking and answering questions</li> <li>○ Writing in response to reading</li> <li>○ Illustrating an important character or event in the story.</li> </ul> </li> </ul> <p><i>For additional ideas regarding reading comprehension activities see the information found <a href="#">here</a>.</i></p>	<ul style="list-style-type: none"> <li>• Research shows that reading and writing develop hand in hand. Strengthening writing skills will help students develop their reading skills. In this station students should be given multiple opportunities and materials to practice and improve writing skills. These are some examples of activities that focus on writing:                             <ul style="list-style-type: none"> <li>○ Journeys flipbook</li> <li>○ Writing journals</li> <li>○ Write in response to reading</li> <li>○ Use of basic <a href="#">POW TIDE</a> organizer (informative writing)</li> <li>○ Use of <a href="#">POW TREE</a> organizer (opinion writing)</li> </ul> </li> </ul> <p><i>For additional ideas regarding writing activities see the information found <a href="#">here</a>.</i></p>	<ul style="list-style-type: none"> <li>• This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. These are a few ideas for the vocabulary station:                             <ul style="list-style-type: none"> <li>○ Journeys flipbook</li> <li>○ Word games</li> <li>○ Word sorts</li> <li>○ Words in Context</li> </ul> </li> </ul> <p><i>For additional ideas regarding vocabulary activities see the information found <a href="#">here</a>.</i></p>
<p style="text-align: center;"><b><u>Fluency</u></b></p> <ul style="list-style-type: none"> <li>• In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. The following are examples of text that can be used to practice fluency:                             <ul style="list-style-type: none"> <li>○ Student books</li> <li>○ Passages</li> <li>○ Leveled readers</li> <li>○ Journeys Cold Read passages</li> </ul> </li> </ul> <p><i>For additional ideas regarding fluency practice see the information found <a href="#">here</a>.</i></p>	<p style="text-align: center;"><b><u>Independent Reading</u></b></p> <ul style="list-style-type: none"> <li>• One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading. Here are some activities:                             <ul style="list-style-type: none"> <li>○ Read to self</li> <li>○ Read to a partner</li> <li>○ Listen to texts while tracking via technology</li> </ul> </li> </ul> <p><i>For additional ideas see the independent reading contract information found <a href="#">here</a>.</i></p>	<p style="text-align: center;"><b><u>Phonics</u></b></p> <ul style="list-style-type: none"> <li>• In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. Activities often incorporate the following materials:                             <ul style="list-style-type: none"> <li>○ Magnetic/manipulative letters</li> <li>○ Individual white boards</li> <li>○ Picture sound sorts</li> <li>○ Letter tiles</li> <li>○ Sight word activities</li> <li>○ Word building activities</li> <li>○ Texts (including decodables)</li> </ul> </li> </ul> <p><i>For additional ideas regarding phonics activities see the information found <a href="#">here</a>.</i></p> <p><i>Other suggestions:</i></p> <ul style="list-style-type: none"> <li>• <i>Journeys Flipchart</i></li> <li>• <a href="http://www.fcrr.org/studentactivities/01.htm">http://www.fcrr.org/studentactivities/01.htm</a></li> <li>•</li> </ul>

## Additional Foundational Literacy Resources

### Journey's Foundational Skills Scope and Sequence

<https://achievethecore.org/category/1206/ela-literacy-foundational-skills>

Achieve the Core provides a variety of supports regarding foundational skills including a mini course that homes in on the teaching of phonological awareness.

### Video Examples

[https://tn.pbslearningmedia.org/collection/professional-learning-tennessee-state-standards/?topic\\_id=1061](https://tn.pbslearningmedia.org/collection/professional-learning-tennessee-state-standards/?topic_id=1061)

TNDOE PBS Learning Media provides video examples of foundational skills instruction by grade band.

### Foundational Literacy Library

<http://www.readingrockets.org/strategies>

The library provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Each strategy in the library includes instructions on how to use the strategy, downloadable templates, examples, recommended children's books to use with the strategy, differentiation for second language learners, students of varying reading skill, students with learning disabilities, younger learners and supporting research.

### Phonemic Awareness/Phonics Resources

<http://www.mayersonacademy.org.previewdns.com/online-digital-solutions/orton-gillingham-card-deck-app/>

For each grapheme, this App offers the multisensory experience of: Hearing the corresponding phoneme and key word; Watching a video clip showing the articulation of the phoneme; Practicing the phoneme with a voice recording/playback option.

<http://www.readingrockets.org/reading-topics/phonics-and-decoding>

This section provides information about how to teach children to sound out words, and what to do if a child is having difficulty linking letters and sounds.

### Articles to Build Background on Foundational Skills

<http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/foundations.pdf>

*K-5 Teachers Laying the Foundation*

## Grade 1 English Language Arts: Scope and Sequence

## Quarters 1 and 2

## Semester 1

Quarter	Foundational Literacy	Length
1	<ul style="list-style-type: none"> <li>• Lesson 1 Journeys Unit 1 Weekly Planner pp. T10-T11</li> <li>• Lesson 2 Journeys Unit 1 Weekly Planner pp. T106-T107</li> <li>• Lesson 3 Journeys Unit 1 Weekly Planner pp. T202-T203</li> <li>• Lesson 4 Journeys Unit 1 Weekly Planner pp. T298-T299</li> <li>• Lesson 5 Journeys Unit 1 Weekly Planner pp. T394-T395</li> </ul> <p><b>Flex Week</b></p> <ul style="list-style-type: none"> <li>• Lesson 6 Journeys Unit 2 Weekly Planner pp. T10-T11</li> <li>• Lesson 7 Journeys Unit 2 Weekly Planner pp. T108-T109</li> <li>• Lesson 8 Journeys Unit 2 Weekly Planner pp. T206-T207</li> </ul>	9 weeks
2	<ul style="list-style-type: none"> <li>• Lesson 9 Journeys Unit 2 Weekly Planner pp. T304-T305</li> <li>• Lesson 10 Journeys Unit 2 Weekly Planner pp. T402-T403</li> </ul> <p><b>Flex Week</b></p> <ul style="list-style-type: none"> <li>• Lesson 11 Journeys Unit 3 Weekly Planner pp. T10-T11</li> <li>• Lesson 12 Journeys Unit 3 Weekly Planner pp. T108-T109</li> <li>• Lesson 13 Journeys Unit 3 Weekly Planner pp. T208-T209</li> <li>• Lesson 14 Journeys Unit 3 Weekly Planner pp. T312-T313</li> <li>• Lesson 15 Journeys Unit 3 Weekly Planner pp. T414-T415</li> </ul> <p><b>Flex Week-Semester 1 Ends</b></p>	9 weeks

**Note: There is a flex week at the end of each Journeys unit. The flex weeks are for teachers to use for reviewing and re-teaching previously taught skills that have been identified as an area of need.**

<b>Foundational Literacy</b>	<b>Unit 1 Lesson 1</b>				
<b>Phonics Skill</b>	Words with short <i>a</i> , consonants <i>n, d, p, f</i>				
<b>Language/Grammar</b>	Nouns				
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PC.1a-</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)</p> <p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PWR.3b-</b> Decode regularly spelled one-syllable words.</p> <p><b>1.FL.PWR.3g-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>1.FL.SC.6a-</b> Use common, proper, and possessive nouns.</p> <p><b>1.FL.VA.7bi-</b> Sort words into categories to gain a sense of the concepts the categories represent.</p>				
<b>Decodable Texts</b>	<i>Dan and Nan</i> , pp.3-8; <i>Nat Cat</i> , pp.9-14; <i>Nan and Dan</i> , pp.15-20; <i>Fan, Fan, Fan</i> , pp.21-26				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T12-13 Phonemic Awareness High Frequency Words	Opening Routines, T34-35 Phonemic Awareness High Frequency Words	Opening Routines, T44-45 Phonemic Awareness High Frequency Words	Opening Routines, T56-57 Phonemic Awareness High Frequency Words	Opening Routines, T66-67 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T16	Phonemic Awareness, T36	Phonemic Awareness, T46	Phonemic Awareness, T58	Phonemic Awareness, T67
<b>Phonics</b>	Phonics Words with short <i>a</i> , Consonants <i>n, d</i> , T16-18	Phonics Words with short <i>a</i> , Consonants <i>n, d</i> , T36-37	Phonics Consonants <i>p, f</i> , T46-47	Phonics Words with short <i>a</i> Consonants <i>n, d, p, f</i> , T58	Phonics Words with short <i>a</i> Consonants <i>n, d, p, f</i> , T74
<b>Fluency</b>	Model Fluency: Accuracy, T14	Model Fluency: Choral Reading, T37	Accuracy: Word Recognition, T49	Accuracy: Word Recognition, T49	Accuracy: Word Recognition, T49
<b>Word and Sentence Composition</b>	Spelling, Grammar: Introduce Nouns, T32	Spelling Grammar: Nouns, T42	Spelling Grammar: Nouns, T54	Spelling Grammar: Review Names, T64	Spelling Grammar: Review Nouns, T70- 71
<b>Literacy Station Activities to Reinforce CCR Foundational Skills</b>					
<ul style="list-style-type: none"> <li>Phonics/Word Study Station: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  <a href="http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp">http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp</a>  <a href="https://pals.virginia.edu/activities-LS-Is-1-3.html">https://pals.virginia.edu/activities-LS-Is-1-3.html</a>  <a href="https://pals.virginia.edu/activities-PA-SLS-1-3.html">https://pals.virginia.edu/activities-PA-SLS-1-3.html</a> </li> <li>Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or <i>Journeys</i> Cold Read passages, additional activities:  <a href="http://www.fcrr.org/curriculum/studentCenterActivities.shtm">http://www.fcrr.org/curriculum/studentCenterActivities.shtm</a> </li> </ul>					

<b>Foundational Literacy</b>		<b>Unit 1 Lesson 2</b>			
<b>Phonics Skill</b>	Words with short <i>i</i> , Consonants <i>r, h, b, g, /z/s</i> , Phonogram <i>-it</i>				
<b>Language/Grammar</b>	Possessives, review nouns				
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.FL.PWR.3b-</b> Decode regularly spelled one-syllable words.</p> <p><b>1.FL.PWR.3f-</b> Read words with inflectional endings.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.F.5b-</b> Read on-level text orally with accuracy, appropriate rate and expression.</p> <p><b>1.FL.SC.6a-</b> Use common, proper, and possessive nouns.</p> <p><b>1.FL.WC.4a-</b> Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.</p> <p><b>1.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>1.FL.VA.7biii-</b> Identify real-life connections between words and their use.</p>				
<b>Decodable Texts</b>	<i>Can It Fit</i> , pp.27-32; <i>I Ran</i> , pp.33-38; <i>Sid Pig</i> , pp.39-44; <i>Pam</i> , pp.45-50				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T108-109 Phonemic Awareness High Frequency Words	Opening Routines, T130-131 Phonemic Awareness High Frequency Words	Opening Routines, T140-141 Phonemic Awareness High Frequency Words	Opening Routines, T152-153 Phonemic Awareness High Frequency Words	Opening Routines, T162-163 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T112	Phonemic Awareness, T132	Phonemic Awareness, T142	Phonemic Awareness, T154	Phonemic Awareness, T163
<b>Phonics</b>	Phonics Words with short <i>i</i> , Consonants <i>r, h, b, g, /z/s</i> , T112-114	Phonics Words with short <i>i</i> , Consonants <i>r, h, b, g, /z/s</i> , T132	Phonics Words with consonants <i>b, g</i> , T142-143	Phonics Words with short <i>i</i> , Consonants <i>r, h, b, g, /z/s</i> , Words with phonogram <i>-it</i> , T154	Phonics Words with short <i>i</i> Consonants <i>r, h, b, g, /z/s</i> , Words with phonogram <i>-it</i> , T170
<b>Fluency</b>	Model Accuracy: Words connected in text, T110	Practice Accuracy: Words connected in text, T133	Accuracy: Words connected in text, T145	Accuracy: Words connected in text, T145	Accuracy: Words connected in text, T145
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Possessives, T128	Spelling Grammar: Possessives, T138	Spelling Grammar: Nouns, T150	Spelling Grammar: Review Nouns, T160	Spelling Grammar: Review Possessives, T166-167



**Literacy Station Activities to Reinforce CCR Foundational Skills**

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  
[http://www.fcrr.org/for-educators/sca\\_cc\\_rfs\\_1.asp](http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp)  
<https://pals.virginia.edu/activities-LS-Is-1-3.html>  
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:  
<http://www.fcrr.org/curriculum/studentCenterActivities.shtm>

<b>Foundational Literacy</b>	<b>Unit 1 Lesson 3</b>				
<b>Phonics Skill</b>	Words with short <i>o</i> , Consonants <i>l</i> , <i>x</i> , Words with inflection -s				
<b>Language/Grammar</b>	Action verbs, Review possessives				
<b>Foundational Literacy Standards</b>	<p>1.FL.PC.1a- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)</p> <p>1.FL.PA.2b- Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p>1.FL.PA.2c- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>1.FL.PWR.3b- Decode regularly spelled one-syllable words.</p> <p>1.FL.PWR.3f- Read words with inflectional endings.</p> <p>1.FL.F.5a- Read on-level text with purpose and understanding.</p> <p>1.FL.SC.6a- Use common, proper, and possessive nouns.</p> <p>1.FL.SC.6d- Use verbs to convey sense of past, present and future.</p> <p>1.FL.WC.4a- Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p> <p>1.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1.FL.VA.7biii- Identify real-life connections between words and their use.</p>				
<b>Decodable Texts</b>	<i>Lil and Max</i> , pp.51-56; <i>Did Dix Dog Do It?</i> , pp.57-62; <i>Max Fox and Lon Ox</i> , pp.63-68; <i>Is It Funny?</i> , pp.69-74				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T204-205 Phonemic Awareness High Frequency Words	Opening Routines, T226-227 Phonemic Awareness High Frequency Words	Opening Routines, T237-237 Phonemic Awareness High Frequency Words	Opening Routines, T248-249 Phonemic Awareness High Frequency Words	Opening Routines, T258-259 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T208	Phonemic Awareness, T228	Phonemic Awareness, T238	Phonemic Awareness, T250	Phonemic Awareness, T259

**Grade 1, Semester 1**

<b>Phonics</b>	Phonics Words with short o, Consonants x, l, T208-210	Phonics Words with short o, Consonants x, l, T228	Phonics Words with Inflection, T238-239	Phonics Words with short o, Consonants x, l, Words with inflection –s, T250	Phonics Words with short o, Consonants x, l, Words with inflection –s, T266
<b>Fluency</b>	Model Phrasing: Punctuation, T206	Practice Phrasing: Punctuation, T229	Phrasing: Punctuation, T241	Phrasing: Punctuation, T241	Phrasing: Punctuation, T241
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Action Verbs, T224	Spelling Grammar: Action Verbs, T234	Spelling Grammar: Action Verbs, T246	Spelling Grammar: Review Possessives, T256	Spelling Grammar: Review Action Nouns, T262-263

**Literacy Station Activities to Reinforce CCR Foundational Skills**

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  
[http://www.fcrr.org/for-educators/sca\\_cc\\_rfs\\_1.asp](http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp)  
<https://pals.virginia.edu/activities-LS-Is-1-3.html>  
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:  
<http://www.fcrr.org/curriculum/studentCenterActivities.shtm>

<b>Foundational Literacy</b>	<b>Unit 1 Lesson 4</b>
<b>Phonics Skill</b>	Words with short e, Consonants y, w, k, v, j, Phonogram -et
<b>Language/Grammar</b>	Adjectives, Review Action Verbs
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PWR.3b-</b> Decode regularly spelled one-syllable words.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.SC.6d-</b> Use verbs to convey sense of past, present and future.</p> <p><b>1.FL.SC.6e-</b> Use frequently occurring adjectives.</p> <p><b>1.FL.WC.4e-</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p> <p><b>1.FL.VA.7biii-</b> Identify real-life connections between words and their use.</p>
<b>Decodable Texts:</b>	<i>Pals</i> , pp.75-80; <i>Ned</i> pp.81-86; <i>Ken and Vic</i> , pp.87-92; <i>My Pets</i> pp.93-98

**Grade 1, Semester 1**

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Opening Routines</b>	Opening Routines, T300-301 Phonemic Awareness High Frequency Words	Opening Routines, T322-323 Phonemic Awareness High Frequency Words	Opening Routines, T332-333 Phonemic Awareness High Frequency Words	Opening Routines, T344-345 Phonemic Awareness High Frequency Words	Opening Routines, T354-355 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T304	Phonemic Awareness, T324	Phonemic Awareness, T334	Phonemic Awareness, T346	Phonemic Awareness, T355
<b>Phonics</b>	Phonics Words with short e, Consonants y, w, T304-306	Phonics Words with short o Consonants x, l, T324	Phonics Words with consonants k, v, j, T334-335	Phonics Words with short e, Consonants y, w, k, v, j, Words with phonogram -et T346	Phonics Words with short e, consonants y, w, k, v, j, Words with phonogram -et T362
<b>Fluency</b>	Model Intonation, T302	Practice Intonation, T325	Intonation, T337	Intonation, T337	Intonation, T337
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Adjectives, T320	Spelling Grammar: Adjectives, T330	Spelling Grammar: Adjectives, T342	Spelling Grammar: Review Action Verbs, T352	Spelling Grammar: Review Adjectives, T358-359

**Literacy Station Activities to Reinforce CCR Foundational Skills**

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  
[http://www.fcrr.org/for-educators/sca\\_cc\\_rfs\\_1.asp](http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp)  
<https://pals.virginia.edu/activities-LS-ls-1-3.html>  
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:  
<http://www.fcrr.org/curriculum/studentCenterActivities.shtm>
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<b>Foundational Literacy</b>	<b>Unit 1 Lesson 5</b>
<b>Phonics Skill</b>	Words with short <i>u</i> , Consonant <i>qu, z</i>
<b>Language/Grammar</b>	Adjectives
<b>Foundational Literacy Standards</b>	<b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends. <b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.

	<p><b>1.FL.PWR.3b-</b> Decode regularly spelled one-syllable words.  <b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.  <b>1.FL.F.5c-</b> Use context to confirm or self-correct word recognition and understanding.  <b>1.FL.SC.6e-</b> Use frequently occurring adjectives.  <b>1.FL.WC.4a-</b> Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.  <b>1.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.  <b>1.FL.VA.7biii-</b> Identify real-life connections between words and their use.</p>				
<b>Decodable Texts</b>	<i>Fun in the Sun</i> , pp.99-104; <i>Yams! Yum!</i> Pp.105-110; <i>Fun, Fun, Fun!</i> ; pp.111-116; <i>Bud</i> pp.117-122				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T396-397 Phonemic Awareness High Frequency Words	Opening Routines, T418-419 Phonemic Awareness High Frequency Words	Opening Routines, T428-429 Phonemic Awareness High Frequency Words	Opening Routines, T440-441 Phonemic Awareness High Frequency Words	Opening Routines, T450-451 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T400	Phonemic Awareness, T420	Phonemic Awareness, T430	Phonemic Awareness, T442	Phonemic Awareness, T451
<b>Phonics</b>	Phonics Words with short <i>u</i> , T400-402	Phonics Words with short <i>u</i> , T420	Phonics Words with consonants <i>qu, z</i> , T430-431	Phonics Words with short <i>u</i> , Words with consonant <i>qu, z</i> , T442	Phonics Words with short <i>u</i> , Words with consonant <i>qu, z</i> , T458
<b>Fluency</b>	Model Accuracy: Self-Correct, T398	Practice Accuracy: Self-Correct, T421	Accuracy: Self-Correct, T433	Accuracy: Self-Correct, T433	Accuracy: Self-Correct, T433
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Adjectives, T416	Spelling Grammar: Adjectives, T426	Spelling Grammar: Adjectives, T438	Spelling Grammar Review Adjectives, T448	Spelling Grammar: Review Adjectives, T454-455
<p><b>Literacy Station Activities to Reinforce CCR Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonics/Word Study Station: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  <a href="http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp">http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp</a>  <a href="https://pals.virginia.edu/activities-LS-Is-1-3.html">https://pals.virginia.edu/activities-LS-Is-1-3.html</a>  <a href="https://pals.virginia.edu/activities-PA-SLS-1-3.html">https://pals.virginia.edu/activities-PA-SLS-1-3.html</a></li> <li>Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or <i>Journeys</i> Cold Read passages, additional activities:  <a href="http://www.fcrr.org/curriculum/studentCenterActivities.shtm">http://www.fcrr.org/curriculum/studentCenterActivities.shtm</a></li> </ul>					

**Flex Week/Unit Review - This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 1**

<b>Foundational Literacy</b>	<b>Unit 1 Lesson 6</b>				
<b>Phonics Skill</b>	Words with double final consonants and <i>ck</i> , <i>Phonogram –ack</i> , Review short <i>a</i>				
<b>Language/Grammar</b>	Complete sentences, Review adjectives				
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PC.1a-</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)</p> <p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.FL.PWR.3a-</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>1.FL.PWR.3g-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.F.5b-</b> Read on-level text orally with accuracy, appropriate rate and expression.</p> <p><b>1.FL.SC.6e-</b> Use frequently occurring adjectives.</p> <p><b>1.FL.WC.4a-</b> Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p> <p><b>1.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>FL.VA.7biv-</b> Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p> <p><b>1.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>				
<b>Decodable Texts</b>	<i>Ann Packs</i> , pp.3-8; <i>Tess and Jack</i> Pp.9-15; <i>A Duck in Mud</i> pp.15-20; <i>Ducks Quack</i> pp.21-26				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T12-13 Phonemic Awareness High Frequency Words	Opening Routines, T36-37 Phonemic Awareness High Frequency Words	Opening Routines, T46-47 Phonemic Awareness High Frequency Words	Opening Routines, T58-59 Phonemic Awareness High Frequency Words	Opening Routines, T68-69 Phonemic Awareness High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T16	Phonemic Awareness, T38	Phonemic Awareness, T48	Phonemic Awareness, T60	Phonemic Awareness, T71
<b>Phonics</b>	Phonics Words with short <i>a</i> , Words with double final consonants and <i>ck</i> , T16-18	Phonics Words with short <i>a</i> , Words with double final consonants and <i>ck</i> , T38	Phonics Words with short <i>a</i> , Words with double final consonants and <i>ck</i> , T48-49	Phonics Words with short <i>a</i> , Words with double final consonants and <i>ck</i> , T60	Phonics Words with short <i>a</i> , Words with double final consonants and <i>ck</i> , Words with phonogram <i>–ack</i> , T76

**Grade 1, Semester 1**

<b>Fluency</b>	Model Expression, T14	Practice Expression, T39	Expression, T51	Expression, T51	Expression, T51
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Complete Sentences, T34	Spelling Grammar: Complete Sentences, T44	Spelling Grammar: Complete Sentences, T56	Spelling Grammar: Review Adjectives, T66	Spelling Grammar: Review Complete Sentences, T72-73

<p><b>Literacy Station Activities to Reinforce CCR Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonics/Word Study Station: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  <a href="http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp">http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp</a>  <a href="https://pals.virginia.edu/activities-LS-Is-1-3.html">https://pals.virginia.edu/activities-LS-Is-1-3.html</a>  <a href="https://pals.virginia.edu/activities-PA-SLS-1-3.html">https://pals.virginia.edu/activities-PA-SLS-1-3.html</a></li> <li>Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or <i>Journeys</i> Cold Read passages, additional activities:  <a href="http://www.fcrr.org/curriculum/studentCenterActivities.shtm">http://www.fcrr.org/curriculum/studentCenterActivities.shtm</a>.</li> </ul>					
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<b>Foundational Literacy</b>	<b>Unit 2 Lesson 7</b>				
<b>Phonics Skill</b>	Blends with <i>r</i> , Phonogram <i>-ip</i> , Review short <i>i</i>				
<b>Language/Grammar</b>	Commas in a series, Review nouns				
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.  <b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  <b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.  <b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.  <b>1.FL.F.5b-</b> Read on-level text orally with accuracy, appropriate rate and expression.  <b>1.FL.SC.6-</b> Print upper- and lowercase letters.  <b>1.FL.SC.6a-</b> Use common, proper, and possessive nouns.  <b>1.FL.SC.6l-</b> Use commas in dates and to separate words in a series.</p>				
<b>Decodable Texts</b>	<i>Brad and Chris</i> , pp.27-32; <i>What Did Dad Get?</i> Pp.33-38; <i>Crabs</i> pp.39-44; <i>The Big Job</i> pp.45-50				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T110-111 Phonemic Awareness High Frequency Words	Opening Routines, T134-135 Phonemic Awareness High Frequency Words	Opening Routines, T144-145 Phonemic Awareness High Frequency Words	Opening Routines, T156-157 Phonemic Awareness High Frequency Words	Opening Routines, T166-167 Phonemic Awareness High Frequency Words  Review and Assess

**Grade 1, Semester 1**

<b>Phonemic Awareness</b>	Phonemic Awareness, T114	Phonemic Awareness, T136	Phonemic Awareness, T146	Phonemic Awareness, T158	Phonemic Awareness, T167
<b>Phonics</b>	Phonics Blends with <i>r</i> , Review words with short <i>i</i> , T114-116	Phonics Blends with <i>r</i> , Review words with short <i>i</i> , T136	Phonics Blends with <i>r</i> , Review words with short <i>i</i> , T146-147	Phonics Blends with <i>r</i> , Review words with short <i>i</i> , Words with phonogram <i>-ip</i> , T158	Phonics Blends with <i>r</i> , Review words with short <i>i</i> , Words with phonogram <i>-ip</i> , T174
<b>Fluency</b>	Model Rate, T112	Practice Rate, T137	Rate, T149	Rate, T149	Rate, T149
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Commas in a Series, T132	Spelling Grammar: Commas in a Series, T142	Spelling Grammar: Commas in a Series, T154	Spelling Grammar: Review Nouns, T164	Spelling Grammar: Review Commas in a Series, T170-171

**Literacy Station Activities to Reinforce CCR Foundational Skills**

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  
[http://www.fcrr.org/for-educators/sca\\_cc\\_rfs\\_1.asp](http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp)  
<https://pals.virginia.edu/activities-LS-Is-1-3.html>  
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:  
<http://www.fcrr.org/curriculum/studentCenterActivities.shtm>

<b>Foundational Literacy</b>	<b>Unit 2 Lesson 8</b>
<b>Phonics Skill</b>	Blends with <i>l</i> , Phonogram <i>-ock</i> , Review short <i>o</i>
<b>Language/Grammar</b>	Statements, Review action verbs
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PC.1a-</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)</p> <p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.SC.6-</b> Print upper- and lowercase letters.</p> <p><b>1.FL.SC.6i-</b> Produce and expand simple and compound declarative, interrogative, imperative and exclamatory sentences</p> <p><b>1.FL.SC.6j-</b> Capitalize names of people and dates.</p> <p><b>1.FL.SC.6k-</b> End sentences with correct punctuation</p>

	1.FL.VA.7aii- Define words by category and by one or more key attributes.				
<b>Decodable Texts</b>	<i>Our Flag</i> , pp.51-52; <i>The Plan</i> Pp.57-62; <i>Our Sled Club</i> pp.63-68; <i>The Pet Club</i> pp.69-74				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T208-209 Phonemic Awareness High Frequency Words	Opening Routines, T232-233 Phonemic Awareness High Frequency Words	Opening Routines, T242-243 Phonemic Awareness High Frequency Words	Opening Routines, T254-255 Phonemic Awareness High Frequency Words	Opening Routines, T264-265 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T212	Phonemic Awareness, T234	Phonemic Awareness, T244	Phonemic Awareness, T256	Phonemic Awareness, T265
<b>Phonics</b>	Phonics Review words with short o, Blends with l, T212-214	Phonics Review words with short o, Blends with l, T234	Phonics Review words with short o, Blends with l, T244-245	Phonics Review words with short o, Blends with l, Phonogram –ock, T256	Phonics Review words with short o, Blends with l, Phonogram –ock, T272
<b>Fluency</b>	Model Phrasing: Natural Pauses, T210	Practice Phrasing: Natural Pauses, T235	Phrasing: Natural Pauses, T247	Phrasing: Natural Pauses, T247	Phrasing: Natural Pauses, T247
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Statements, T230	Spelling Grammar: Statements, T240	Spelling Grammar: Statements, T252	Spelling Grammar: Review Action Verbs, T262	Spelling Grammar: Review Statements, T268-269

**Literacy Station Activities to Reinforce CCR Foundational Skills**

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  
[http://www.fcrr.org/for-educators/sca\\_cc\\_rfs\\_1.asp](http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp)  
<https://pals.virginia.edu/activities-LS-ls-1-3.html>  
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:  
<http://www.fcrr.org/curriculum/studentCenterActivities.shtm>

<b>Foundational Literacy</b>	<b>Unit 2 Lesson 9</b>
<b>Phonics Skill</b>	Blends with s, Review short e
<b>Language/Grammar</b>	Singular and Plural Nouns, Review complete sentences
<b>Foundational Literacy Standards</b>	1.FL.PA.2b- Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends. 1.FL.PA.2c- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 1.FL.PA.2d- Segment spoken single-syllable words into their complete sequence of individual sounds.



	<p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.  <b>1.FL.F.5b-</b> Read on-level text orally with accuracy, appropriate rate and expression.  <b>1.FL.SC.6b-</b> Use singular and plural nouns with matching verbs in sentences.  <b>1.FL.WC.4a-</b> Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.  <b>1.FL.WC.4e-</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions  <b>1.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>				
<b>Decodable Texts</b>	<b>Step Up!</b> pp.75-80; <b>Splat! Splat!</b> Pp.81-86; <b>Nuts For Ben and Jen</b> pp.87-92; <b>Miss Tess was Still</b> pp.93-98				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T306-307 Phonemic Awareness High Frequency Words	Opening Routines, T330-331 Phonemic Awareness High Frequency Words	Opening Routines, T340-341 Phonemic Awareness High Frequency Words	Opening Routines, T352-353 Phonemic Awareness High Frequency Words	Opening Routines, T362-363 Phonemic Awareness High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T310	Phonemic Awareness, T332	Phonemic Awareness, T342	Phonemic Awareness, T354	Phonemic Awareness, T363
<b>Phonics</b>	Phonics Review words with short e, Blends with s, T310-312	Phonics Review words with short e, Blends with s, T332	Phonics Review words with short e, Blends with s, T342-343	Phonics Review words with short e, Blends with s, T354	Phonics Review words with short e, Blends with s, T370
<b>Fluency</b>	Model Accuracy, T308	Practice Accuracy, T333	Accuracy: Word Recognition, T345	Accuracy, T345	Accuracy, T345
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Singular and Plural Nouns, T328	Spelling Grammar: Singular and Plural Nouns, T338	Spelling Grammar: Singular and Plural Nouns, T350	Spelling Grammar: Review Complete Sentences, T360	Spelling Grammar: Review Singular and Plural Nouns, T366-367
<p><b>Literacy Station Activities to Reinforce CCR Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonics/Word Study Station: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  <a href="http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp">http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp</a>  <a href="https://pals.virginia.edu/activities-LS-Is-1-3.html">https://pals.virginia.edu/activities-LS-Is-1-3.html</a>  <a href="https://pals.virginia.edu/activities-PA-SLS-1-3.html">https://pals.virginia.edu/activities-PA-SLS-1-3.html</a></li> <li>Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or <i>Journeys</i> Cold Read passages, additional activities:  <a href="http://www.fcrr.org/curriculum/studentCenterActivities.shtm">http://www.fcrr.org/curriculum/studentCenterActivities.shtm</a></li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 2 Lesson 10</b>				
<b>Phonics Skill</b>	Final Blends, Review words with short <i>u</i> , Phonogram <i>-ump</i>				
<b>Language/Grammar</b>	Articles <i>a, an, the</i> , Review commas in a series				
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.SC.6g-</b> Use articles and demonstratives.</p> <p><b>1.FL.SC.6l-</b> Use commas in dates and to separate words in a series.</p> <p><b>1.FL.VA.7biv-</b> Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p>				
<b>Decodable Texts</b>	<i>Who Likes to Jump?</i> , pp.99-104; <i>The Lost Cat</i> Pp.105-110; <i>Flint and Scamp</i> pp.111-116; <i>The List</i> pp.117-122				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T404-405 Phonemic Awareness High Frequency Words	Opening Routines, T428-429 Phonemic Awareness High Frequency Words	Opening Routines, T438-439 Phonemic Awareness High Frequency Words	Opening Routines, T450-451 Phonemic Awareness High Frequency Words	Opening Routines, T460-461 Phonemic Awareness High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T408	Phonemic Awareness, T430	Phonemic Awareness, T440	Phonemic Awareness, T452	Phonemic Awareness, T463
<b>Phonics</b>	Phonics Words with final blends, Review words with short <i>u</i> , T408-410	Phonics Words with final blends, Review words with short <i>u</i> , T430	Phonics Words with final blends, Review words with short <i>u</i> , T440-441	Phonics Words with final blends, Review words with short <i>u</i> , Words with phonogram <i>-ump</i> , T452	Phonics Words with final blends, Review words with short <i>u</i> , T468
<b>Fluency</b>	Model Stress, T406	Practice Stress, T431	Stress, T443	Stress, T443	Stress, T443
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Articles, T426	Spelling Grammar: Articles, T436	Spelling Grammar: Articles, T448	Spelling Grammar: Review Commas in a Series, T458	Spelling Grammar: Review Articles, T464-465

<p><b>Literacy Station Activities to Reinforce CCR Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonics/Word Study Station: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  <a href="http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp">http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp</a>  <a href="https://pals.virginia.edu/activities-LS-Is-1-3.html">https://pals.virginia.edu/activities-LS-Is-1-3.html</a>  <a href="https://pals.virginia.edu/activities-PA-SLS-1-3.html">https://pals.virginia.edu/activities-PA-SLS-1-3.html</a></li> <li>Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or <i>Journeys</i> Cold Read passages, additional activities:  <a href="http://www.fcrr.org/curriculum/studentCenterActivities.shtm">http://www.fcrr.org/curriculum/studentCenterActivities.shtm</a></li> </ul>
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**Flex Week/Unit Review-** This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 2.

Foundational Literacy	Unit 2 Lesson 11				
Phonics Skill	Digraph <i>th</i> , Base Words and <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> endings				
Language/Grammar	Proper Nouns, Review possessives				
Foundational Literacy Standards	<p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.FL.PWR.3a-</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.SC.6-</b> Print upper- and lowercase letters.</p> <p><b>1.FL.SC.6a-</b> Use common, proper, and possessive nouns.</p> <p><b>1.FL.SC.6j-</b>Capitalize names of people and dates.</p> <p><b>1.FL.VA.7bi-</b>Sort words into categories to gain a sense of the concepts the categories represent.</p>				
Decodable Texts	<i>Seth and Beth</i> pp.3-8; <i>Zeb Yak</i> pp.9-14; <i>The Duck Nest</i> pp.15-20; <i>Animal Moms</i> pp.21-26				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T12-13 Phonemic Awareness High Frequency Words	Opening Routines, T36-37 Phonemic Awareness High Frequency Words	Opening Routines, T46-47 Phonemic Awareness High Frequency Words	Opening Routines, T58-59 Phonemic Awareness High Frequency Words	Opening Routines, T68-69 Phonemic Awareness High Frequency Words  Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T38	Phonemic Awareness, T48	Phonemic Awareness, T60	Phonemic Awareness, T69

<b>Phonics</b>	Phonics Words with Digraph <i>th</i> , T16-18	Phonics Words with Digraph <i>th</i> , T38	Phonics Base Words and <i>-s, -es, -ed, -ing</i> Endings, T48-49	Phonics Words with Digraph <i>th</i> , Base Words and <i>-s, -es, -ed, -ing</i> Endings, T60	Phonics Words with Digraph <i>th</i> , Base Words and <i>-s, -es, -ed, -ing</i> Endings, T76
<b>Fluency</b>	Model Phrasing, T14	Practice Phrasing, T39	Phrasing: Punctuation, T51	Phrasing: Punctuation, T51	Phrasing: Punctuation, T51
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Proper Nouns, T34	Spelling Grammar: Proper Nouns, T44	Spelling Grammar: Proper Nouns, T56	Spelling Grammar: Review Possessives, T66	Spelling Grammar: Review Proper Nouns, T72-73

**Literacy Station Activities to Reinforce CCR Foundational Skills**

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  
[http://www.fcrr.org/for-educators/sca\\_cc\\_rfs\\_1.asp](http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp)  
<https://pals.virginia.edu/activities-LS-ls-1-3.html>  
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:  
<http://www.fcrr.org/curriculum/studentCenterActivities.shtm>

<b>Foundational Literacy</b>	<b>Unit 2 Lesson 12</b>
<b>Phonics Skill</b>	Digraph <i>ch, tch</i> , Possessives with 's, Phonogram <i>-atch</i>
<b>Language/Grammar</b>	Commands, Review Complete Sentences
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.FL.PWR.3a-</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>1.FL.PWR.3g-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.F.5b-</b> Read on-level text orally with accuracy, appropriate rate and expression.</p> <p><b>1.FL.SC.6g-</b> Use articles and demonstratives.</p> <p><b>1.FL.SC.6i-</b> Produce and expand simple and compound declarative, interrogative, imperative and exclamatory sentences.</p> <p><b>1.FL.SC.6-</b> Print upper- and lowercase letters.</p> <p><b>1.FL.WC.4a-</b> Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p> <p><b>1.FL.WC.4e-</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p> <p><b>1.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>1.FL.VA.7aii-</b> Define words by category and by one or more key attributes.</p>

Decodable Texts	<i>Scratch Champ pp.27-32; Rich Gets a Dog pp.33-38; Champs pp.39-44; Kits, Chicks and Pups, pp.45-50</i>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Opening Routines</b>	Opening Routines, T110-111 Phonemic Awareness High Frequency Words	Opening Routines, T136-137 Phonemic Awareness High Frequency Words	Opening Routines, T146-147 Phonemic Awareness High Frequency Words	Opening Routines, T158-159 Phonemic Awareness High Frequency Words	Opening Routines, T168-169 Phonemic Awareness High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T114	Phonemic Awareness, T138	Phonemic Awareness, T148	Phonemic Awareness, T160	Phonemic Awareness, T169
<b>Phonics</b>	Phonics Words with Digraph <i>ch, tch</i> , T114-116	Phonics Words with Digraph <i>ch, tch</i> , T138	Phonics Possessives with 's T148- 149	Phonics Words with Digraph <i>ch, tch</i> , Possessives with 's Phonogram <i>-atch</i> , T160	Phonics Words with Digraph <i>ch, tch</i> , Possessives with 's Phonogram <i>-atch</i> , T176
<b>Fluency</b>	Model Rate, T112	Practice Rate, T139	Rate, T151	Rate, T151	Rate, T151
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Commands, T134	Spelling Grammar: Writing Commands, T144	Spelling Grammar: Commands, T156	Spelling Grammar: Review Complete Sentences, T166	Spelling Grammar: Review Commands, T172-173

**Literacy Station Activities to Reinforce CCR Foundational Skills**

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  
[http://www.fcrr.org/for-educators/sca\\_cc\\_rfs\\_1.asp](http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp)  
<https://pals.virginia.edu/activities-LS-Is-1-3.html>  
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:  
<http://www.fcrr.org/curriculum/studentCenterActivities.shtm>

<b>Foundational Literacy</b>	<b>Unit 3 Lesson 13</b>
<b>Phonics Skill</b>	Digraph <i>sh, wh, ph</i> , Contractions with 's, n't
<b>Language/Grammar</b>	Subjects and Verbs, Review Statements
<b>Foundational Literacy Standards</b>	1.FL.PA.2b- Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends. 1.FL.PA.2d- Segment spoken single-syllable words into their complete sequence of individual sounds.

	<p><b>1.FL.PWR.3a-</b> Know the spelling-sound correspondences for common consonant digraphs.  <b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.  <b>1.FL.F.5b-</b> Read on-level text orally with accuracy, appropriate rate and expression.  <b>1.FL.F.5c-</b> Use context to confirm or self-correct word recognition and understanding.  <b>1.FL.SC.6i-</b> Produce and expand simple and compound declarative, interrogative, imperative and exclamatory sentences  <b>1.FL.SC.6b-</b> Use singular and plural nouns with matching verbs in sentences.  <b>FL.VA.7aiii-</b> Identify frequently occurring root words and their inflectional forms.</p>				
<b>Decodable Texts</b>	<i>Phil's New Bat</i> , pp.51-56; <i>In a Rush</i> pp.57-62; <i>Ralph Goes to Camp</i> pp.63-68; <i>Trish's Gift</i> pp.69-74				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T210-211 Phonemic Awareness High Frequency Words	Opening Routines, T236-237 Phonemic Awareness High Frequency Words	Opening Routines, T246-247 Phonemic Awareness High Frequency Words	Opening Routines, T258-259 Phonemic Awareness High Frequency Words	Opening Routines, T272-273 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T214	Phonemic Awareness, T238	Phonemic Awareness, T248	Phonemic Awareness, T260	Phonemic Awareness, T273
<b>Phonics</b>	Phonics Words with Digraph <i>sh, wh, ph</i> , T214-216	Phonics Words with Digraph <i>sh, wh, ph</i> , T238	Phonics Contractions with 's, n't , T248-249	Phonics Words with Digraph <i>sh, wh, ph</i> , Contractions with 's, n't , T260	Phonics Words with Digraph <i>sh, wh, ph</i> , Contractions with 's, n't , T280
<b>Fluency</b>	Model Accuracy, T212	Practice Accuracy, T239	Accuracy: Word Recognition T251	Accuracy: Word Recognition T251	Accuracy: Word Recognition T251
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Subjects and Verbs, T234	Spelling Grammar: Subjects and Verbs, T244	Spelling Grammar: Subjects and Verbs, T256	Spelling Grammar: Review Statements, T270	Spelling Grammar: Review Subjects and Verbs, T276-277
<p><b>Literacy Station Activities to Reinforce CCR Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonics/Word Study Station: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  <a href="http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp">http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp</a>  <a href="https://pals.virginia.edu/activities-LS-Is-1-3.html">https://pals.virginia.edu/activities-LS-Is-1-3.html</a>  <a href="https://pals.virginia.edu/activities-PA-SLS-1-3.html">https://pals.virginia.edu/activities-PA-SLS-1-3.html</a></li> <li>Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or Journeys Cold Read passages, additional activities:  <a href="http://www.fcrr.org/curriculum/studentCenterActivities.shtm">http://www.fcrr.org/curriculum/studentCenterActivities.shtm</a></li> </ul>					

<b>Foundational Literacy</b>		<b>Unit 3 Lesson 14</b>			
<b>Phonics Skill</b>	Long <i>a</i> (CVCe), Soft <i>c</i> , <i>g</i> , <i>dge</i> , Phonograms – <i>ake</i> , – <i>ace</i>				
<b>Language/Grammar</b>	Verbs and Time, Review Singular and Plural Nouns				
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PA.2a-</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PA.2d-</b> Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p><b>1.FL.PWR.3c-</b> Know the final –<i>e</i> and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.F.5b-</b> Read on-level text orally with accuracy, appropriate rate and expression.</p> <p><b>1.FL.SC.6d-</b> Use verbs to convey sense of past, present and future.</p> <p><b>1.FL.WC.4a-</b> Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.</p> <p><b>1FL.VA.7biv-</b> Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p> <p><b>1.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p>				
<b>Decodable Texts</b>	<i>Tate's Cakes</i> , pp.75-80; <i>Dave and the Whales</i> pp.81-86; <i>A Safe Lodge</i> pp.87-92; <i>The Race</i> , pp.93-98				
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
<b>Opening Routines</b>	Opening Routines, T314-315 Phonemic Awareness High Frequency Words	Opening Routines, T340-341 Phonemic Awareness High Frequency Words	Opening Routines, T350-351 Phonemic Awareness High Frequency Words	Opening Routines, T362-363 Phonemic Awareness High Frequency Words	Opening Routines, T374-375 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T318	Phonemic Awareness, T342	Phonemic Awareness, T352	Phonemic Awareness, T364	Phonemic Awareness, T375
<b>Phonics</b>	Phonics Words with Long <i>a</i> (CVCe), Phonograms – <i>ake</i> , T318-320	Phonics Words with Long <i>a</i> (CVCe), T342	Phonics Words with Soft <i>c</i> , <i>g</i> , <i>dge</i> , Words with Phonogram – <i>ace</i> , T352-353	Phonics Words with Long <i>a</i> (CVCe), Words with Soft <i>c</i> , <i>g</i> , <i>dge</i> , T364	Phonics Words with Long <i>a</i> (CVCe), Words with Soft <i>c</i> , <i>g</i> , <i>dge</i> , Words with Phonograms – <i>ace</i> , – <i>ake</i> , T382
<b>Fluency</b>	Model Expression, T316	Practice Expression, T343	Expression, T355	Expression, T355	Expression, T355
<b>Word and Sentence Composition</b>	Spelling	Spelling	Spelling	Spelling	Spelling

	Grammar: Introduce Verbs and Time, T338	Grammar: Verbs and Time, T348	Grammar: Verbs and Time, T360	Grammar: Review Singular and Plural Nouns, T372	Grammar: Verbs and Time, T378-379
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<p><b>Literacy Station Activities to Reinforce CCR Foundational Skills</b></p> <ul style="list-style-type: none"> <li>Phonics/Word Study Station: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  <a href="http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp">http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp</a>  <a href="https://pals.virginia.edu/activities-LS-Is-1-3.html">https://pals.virginia.edu/activities-LS-Is-1-3.html</a>  <a href="https://pals.virginia.edu/activities-PA-SLS-1-3.html">https://pals.virginia.edu/activities-PA-SLS-1-3.html</a></li> <li>Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or <i>Journeys</i> Cold Read passages, additional activities:  <a href="http://www.fcrr.org/curriculum/studentCenterActivities.shtm">http://www.fcrr.org/curriculum/studentCenterActivities.shtm</a></li> </ul>					
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Foundational Literacy	Unit 3 Lesson 15				
Phonics Skill	Long <i>i</i> (CVCe), Digraphs <i>kn, wr, gn, mb</i> , Phonograms <i>-ine, -ite</i>				
Language/Grammar	The Verb <i>be</i> , Review Articles and Demonstrates				
Foundational Literacy Standards	<p><b>1.FL.PA.2b-</b> Orally produce single-syllable words by blending sounds, (phonemes), including consonant blends.</p> <p><b>1.FL.PA.2c-</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>1.FL.PWR.3a-</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>1.FL.PWR.3c-</b> Know the final <i>-e</i> and common vowel team conventions for representing long vowel sounds, including <i>r</i> controlled vowels.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.SC.6g-</b> Use articles and demonstratives.</p> <p><b>1.FL.SC.6b-</b> Use singular and plural nouns with matching verbs in sentences.</p> <p><b>1.FL.SC.6d-</b> Use verbs to convey sense of past, present and future.</p> <p><b>1.FL.VA.7a-ii-</b> Use frequently occurring affixes as a clue to the meaning of a word.</p>				
Decodable Texts	<i>Mike's Bike</i> pp.99-104; <i>The Nest</i> pp.105-110; <i>The Nice Vet</i> pp.111-116; <i>Kite Time</i> pp.117-122				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T416-417 Phonemic Awareness High Frequency Words	Opening Routines, T442-443 Phonemic Awareness High Frequency Words	Opening Routines, T452-453 Phonemic Awareness High Frequency Words	Opening Routines, T464-465 Phonemic Awareness High Frequency Words	Opening Routines, T474-475 Phonemic Awareness High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T420	Phonemic Awareness, T444	Phonemic Awareness, T454	Phonemic Awareness, T466	Phonemic Awareness, T475



**Grade 1, Semester 1**

<b>Phonics</b>	Phonics Words with Long <i>i</i> (CVCe), T420-422	Phonics Words with Long <i>i</i> (CVCe), T444	Phonics Words with Digraphs <i>kn, wr, gn, mb</i> , T454-455	Phonics Words with Long <i>i</i> (CVCe), Words with Digraphs <i>kn, wr, gn, mb</i> , Words with Phonograms <i>-ine, -ite</i> , T466	Phonics Words with Long <i>i</i> (CVCe), Words with Digraphs <i>kn, wr, gn, mb</i> , Words with Phonograms <i>-ine, -ite</i> , T482
<b>Fluency</b>	Model Fluency: Intonation, T418	Practice Fluency: Intonation, T445	Intonation, T457	Intonation, T457	Intonation, T457
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce the Verb <i>be</i> , T440	Spelling Grammar: The Verb <i>be</i> , T450	Spelling Grammar: The Verb <i>be</i> , T462	Spelling Grammar: Review Articles and Demonstrates, T472	Spelling Grammar: Review the Verb <i>be</i> , T478-479

**Literacy Station Activities to Reinforce CCR Foundational Skills**

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:  
[http://www.fcrr.org/for-educators/sca\\_cc\\_rfs\\_1.asp](http://www.fcrr.org/for-educators/sca_cc_rfs_1.asp)  
<https://pals.virginia.edu/activities-LS-ls-1-3.html>  
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- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:  
<http://www.fcrr.org/curriculum/studentCenterActivities.shtm>
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**Flex Week/Unit Review-** This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 3.

**Semester 2 Begins**