

1st Grade	Foundational Literacy Curriculum Map	Second Semester (Quarters 3 & 4)
<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>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></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	Second Semester (Q 3 & 4)
<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		Second Semester (Quarters 3 & 4)
<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="#">K-2 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>Teacher Led Small Group</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 complex texts or decodable texts during guided reading. Along with decodable texts, the teacher should provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of the Teacher-led Small Group is to support students in using these strategies independently as they work to become fluent, skilled readers.</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

### Teacher-led Small Group

Teacher-led small group is one component of the 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 the small group is to support students in using these strategies independently as they work to become fluent, skilled readers.

SCS Early Literacy Team provides high quality literacy workstation ideas that correlate to the individual Journeys lesson. These workstation ideas are shared in the newsletter, **Focus on Foundations**. These workstation ideas can be accessed via the following link:

<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>

### Additional Workstation Resources

<u>Reading Comprehension</u>	<u>Writing</u>	<u>Vocabulary</u>
<p>In this workstation 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:</p> <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> <p><i>For additional ideas regarding reading comprehension, access the following link by clicking it, or copy and past the link into your web browser.</i></p> <p><a href="http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_3.pdf">http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_3.pdf</a></p>	<p>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:</p> <ul style="list-style-type: none"> <li>○ Writing journals</li> <li>○ Write in response to reading</li> <li>○ <a href="#">POW TIDE</a> organizer (informative writing)</li> <li>○ <a href="#">POW TREE</a> organizer (opinion writing)</li> </ul> <p><i>For additional ideas regarding writing activities see the information found <a href="#">here</a>.</i></p>	<p>This workstation 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:</p> <ul style="list-style-type: none"> <li>○ Word games</li> <li>○ Word sorts</li> <li>○ Words in Context</li> </ul> <p><i>For additional ideas regarding vocabulary activities, access the following link by clicking on it, or copy and paste the link into your web browser.</i></p> <p><a href="http://www.fcrr.org/curriculum/pdf/GK-1/Archive/V_Final.pdf">http://www.fcrr.org/curriculum/pdf/GK-1/Archive/V_Final.pdf</a></p>
<u>Fluency</u>	<u>Independent Reading</u>	<u>Phonics</u>
<p>In this workstation 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:</p> <ul style="list-style-type: none"> <li>○ Student books</li> <li>○ Passages</li> <li>○ Leveled readers</li> <li>○ Journeys Cold Read passages</li> </ul> <p><i>For additional ideas regarding fluency practice, access the following link by clicking it, or copy and past the link into your web browser.</i></p>	<p>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.</p> <ul style="list-style-type: none"> <li>○ Read to self</li> <li>○ Read to a partner</li> <li>○ Listen to texts while tracking</li> </ul> <p><i>For additional independent reading accountability activities, access the following link by clicking on it, or copy and paste the link into your web browser.</i></p> <p><a href="https://bit.ly/2uObEUp">https://bit.ly/2uObEUp</a></p>	<p>In this workstation students will work with individual letter sounds, phonics patterns, and/or high frequency words. Activities often incorporate the following materials:</p> <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> <p><i>For additional ideas regarding phonics, access the following link by clicking it, or copy and past the link into your web browser.</i></p>

[http://www.fcrr.org/curriculum/pdf/GK-1/F\\_Final.pdf](http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf)
<http://www.fcrr.org/studentactivities/kg.htm>

## Resource Toolkit: Additional Foundational Literacy Resources

### Journey's Foundational Skills Scope and Sequence

[https://forms.hmhco.com/lp/downloads/93244/Journeys\\_2014\\_Phonics\\_S\\_and\\_S\\_10-8-13.pdf](https://forms.hmhco.com/lp/downloads/93244/Journeys_2014_Phonics_S_and_S_10-8-13.pdf)

Click here to access *Journeys* 2014 CCR Foundational Skills Scope and Sequence for K-3. This document can be used to support the Foundational Skills Outline.

### Foundational Literacy Resources

<http://www.scsk12.org/earlyliteracy/index>

SCS Early Literacy Team provides high quality resources for school leaders, Foundational Literacy Laureates, K-2 Teachers. These resources include a newsletter called, ***Focus on Foundations***, which features instructional strategies and workstation ideas.

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

Student Achievement Partners, through Achieve the Core have provided a variety of resources regarding foundational skills. These resources include a Decodable Readers Protocol, foundational skills professional development, and a foundational skills instructional guidance document. Links to all these resources and more can be accessed through the url provided.

### 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 and more.

### Foundational Skills Articles

<http://achievethecore.org/page/687/both-and-literacy-instruction>

*Both and Literacy Instruction* K-5 by David and Meredith Liben

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

*K-5 Teachers Laying the Foundation*

Semester 2: Grade 1 English Language Arts: Scope and Sequence

<u>Quarter</u>	<u>Foundational Literacy</u>	<u>Length</u>
<b>QUARTER 3</b>		
1	<b>Flex Week</b>	Week 1
1	<ul style="list-style-type: none"> <li>Lesson 16 Journeys Unit 4 Weekly Planner pp. T10-T11</li> </ul>	Week 2
1	<ul style="list-style-type: none"> <li>Lesson 17 Journeys Unit 4 Weekly Planner pp. T112-113</li> </ul>	Week 3
1	<ul style="list-style-type: none"> <li>Lesson 18 Journeys Unit 4 Weekly Planner pp. T214-215</li> </ul>	Week 4
1	<ul style="list-style-type: none"> <li>Lesson 19 Journeys Unit 4 Weekly Planner pp. T316-T317</li> </ul>	Week 5
1	<ul style="list-style-type: none"> <li>Lesson 20 Journeys Unit 4 Weekly Planner pp. T414-415</li> </ul>	Week 6
1	<ul style="list-style-type: none"> <li>Lesson 21 Journeys Unit 5 Weekly Planner pp. T10-11</li> </ul>	Week 7
1	<ul style="list-style-type: none"> <li>Lesson 22 Journeys Unit 5 Weekly Planner pp. T108-109</li> </ul>	Week 8
1	<ul style="list-style-type: none"> <li>Lesson 23 Journeys Unit 4 Weekly Planner pp. T208-T209</li> </ul>	Week 9
	<b>Flex Week</b>	Week 10
<b>QUARTER 4</b>		
2	<ul style="list-style-type: none"> <li>Lesson 24 Journeys Unit 4 Weekly Planner pp. T310-311</li> </ul>	Week 1
2	<ul style="list-style-type: none"> <li>Lesson 25 Journeys Unit 4 Weekly Planner pp. T414-415</li> </ul>	Week 2
2	<ul style="list-style-type: none"> <li>Lesson 26 Journeys Unit 4 Weekly Planner pp. T10-T11</li> </ul>	Week 3
2	<ul style="list-style-type: none"> <li>Lesson 27 Journeys Unit 4 Weekly Planner pp. T110-T111</li> </ul>	Week 4
2	<ul style="list-style-type: none"> <li>Lesson 28 Journeys Unit 5 Weekly Planner pp. T210-T211</li> </ul>	Week 5
2	<ul style="list-style-type: none"> <li>Lesson 29 Journeys Unit 5 Weekly Planner pp. T308-T309</li> </ul>	Week 6
2	<ul style="list-style-type: none"> <li>Lesson 30 Journeys Unit 5 Weekly Planner pp. T410-T41</li> </ul>	Week 7
2	<b>Flex Week</b>	Week 8 and 9

<b>Foundational Literacy</b>	<b>Flex Week-</b> This week is to be used reviewing and re-teaching foundational literacy skills addressed thus far.
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<b>Foundational Literacy</b>	<b>Unit 4 Lesson 16</b>				
<b>Phonics Skill</b>	Long o, Long u				
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Questions				
<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.2a- Distinguish long from short vowel sounds in spoken single-syllable words.</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.3c- Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels..</p> <p>1.FL.F.5a- Read on-level text with purpose and understanding.</p> <p>1.FL.SC.6i- Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.FL.SC.6- Print upper- and lowercase letters.</p> <p>1.FL.SC.6a- Use common, proper, and possessive nouns. 1.FL.SC.6j- Capitalize names of people and dates.</p> <p>1.FL.SC.6k- End sentences with correct punctuation.</p> <p>1.FL.WC.4a- 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>1.FL.WC.4e- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>1.FL.VA.7aii- Use frequently occurring affixes as a clue to the meaning of a word.</p>				
<b>Decodable Texts</b> <i>Note: Decodable texts should be used whole group and/or during small group.</i>	<i>Go, Jones pp.3-10; So Much Fun pp.11-18; June's Pictures pp.19-26; My Mule, Duke pp.27-34</i>				
	<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, T40-41 Phonemic Awareness High Frequency Words	Opening Routines, T50-51 Phonemic Awareness High Frequency Words	Opening Routines, T62-63 Phonemic Awareness High Frequency Words	Opening Routines, T72-73 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T16	Phonemic Awareness, T42	Phonemic Awareness, T52	Phonemic Awareness, T64	Phonemic Awareness, T73



<b>Phonics</b>	Phonics Words with Long o (CV, CVCe), T16-18	Phonics Words with Long o (CV, CVCe), T42	Phonics Words with Long u (CVCe), T52-53	Phonics Words with Long o (CV, CVCe), T64 Words with Long u (CVCe), T64	Phonics Words with Long o (CV, CVCe), T80 Words with Long u (CV, CVCe), T80
<b>Fluency</b>	Model Fluency: Stress, T14	Practice Fluency: Stress, T43	Stress, T55	Stress, T55	Stress, T81
<b>Word and Sentence Composition</b>	Spelling, Grammar: Introduce Questions, T38	Spelling Grammar: Questions, T48	Spelling Grammar: Questions, T60	Spelling Grammar: Proper Nouns, T70	Spelling Grammar: Weekly Review Questions, T76-77

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<b><u>Foundational Literacy</u></b>	<b><u>Unit 4 Lesson 17</u></b>
<b>Phonics Skill</b>	Words with Long e (CV, CVCe), Vowel Pairs ee, ea, Final ng, nk, Phonogram -ink,
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Compound Sentences
	<p><b>1.FL.PA.2a-</b> Distinguish long from short vowel sounds in spoken single-syllable words.</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.3c-</b> Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.</p> <p><b>1.FL.PWR.3f-</b> Read words with inflectional endings.</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.SC.6f-</b> Use frequently occurring conjunctions.</p>



	<p>1.FL.SC.6i- Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.FL.VA.7aiii- Identify frequently occurring root words and their inflectional forms.</p> <p>1.FL.VA.7bii- Define words by category and by one or more key attributes.</p> <p>1.FL.VA.7c- 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>				
<p><b>Decodable Texts</b></p> <p>Note: Decodable texts should be used whole group and/or during small group.</p>	<p><i>At The Beach</i> pp.35-42; <i>Who Will Teach Us?</i> pp.43-50; <i>Plunk, Plunk</i> pp.51-58; <i>The King's Song</i> pp.59-66</p>				
	<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, T114-115 Phonemic Awareness High Frequency Words	Opening Routines, T142-143 Phonemic Awareness High Frequency Words	Opening Routines, T152-153 Phonemic Awareness High Frequency Words	Opening Routines, T164-165 Phonemic Awareness High Frequency Words	Opening Routines, T164-175 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T118	Phonemic Awareness, T144	Phonemic Awareness, T154	Phonemic Awareness, T166	Phonemic Awareness, T175
<b>Phonics</b>	Phonics Words with Long e (CV, CVCe), T118-120 Words with vowel pairs ee, ea, T118-120	Phonics Words with Long e (CV, CVCe), T144 Words with vowel pairs ee, ea, T144	Phonics Words Ending with ng, nk, T154-155	Phonics Words Ending with ng, nk, T166 Words with Phonogram –ink, T166	Phonics Words with Long e (CV, CVCe), T182 Words with Vowel Pairs ee, ea, T182 Words Ending with ng, nk, T182 Words with Phonogram –ink, T182
<b>Fluency</b>	Model Fluency: Phrasing, T121	Practice Fluency: Phrasing, T145	Phrasing: Attention to Punctuation, T157	Phrasing, T167	Phrasing, T183
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Compound Sentences, T140	Spelling Grammar: Compound Sentences, T150	Spelling Grammar: Compound Sentences, T162	Spelling Grammar: Spiral Review Commands, T172	Spelling Grammar: Weekly Review Compound Sentences, T178-179
<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus. <a href="http://www.scsk12.org/earlyliteracy/newsletters?PID=1379">http://www.scsk12.org/earlyliteracy/newsletters?PID=1379</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>		<b>Unit 4, Lesson 18</b>			
<b>Phonics Skill</b>	Vowel Pairs <i>ai, ay</i> , Contractions <i>'ll, 'd</i> , Phonograms <i>-ay, -ain</i>				
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Names of Months, Days, Holidays				
<b>Foundational Literacy Standards</b>	<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.PA.2d- Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>1.FL.F.5a- Read on-level text with purpose and understanding.</p> <p>1.FL.F.5b- Read on-level text orally with accuracy, appropriate rate and expression.</p> <p>1.FL.SC.6- Print upper- and lowercase letters.</p> <p>1.FL.SC.6b- Use singular and plural nouns with correct verbs in basic sentences.</p> <p>1.FL.SC.6j- Capitalize names of people and dates.</p> <p>1.FL.SC.6l- Use commas in dates and to separate single words in a series.</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>				
<b>Decodable Texts</b> <i>Note: Decodable texts should be used whole group and/or during small group.</i>	<i>Ray Trains Dex pp.67-74; Sweet Treats? pp75-82: What Will We Do pp.83-90: Let's Eat pp.91-98</i>				
	<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, T216-217 Phonemic Awareness High Frequency Words	Opening Routines, T244-245 Phonemic Awareness High Frequency Words	Opening Routines, T254-255 Phonemic Awareness High Frequency Words	Opening Routines, T266-267 Phonemic Awareness High Frequency Words	Opening Routines, T276-277 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T220	Phonemic Awareness, T246	Phonemic Awareness, T256	Phonemic Awareness, T268	Phonemic Awareness, T277
<b>Phonics</b>	Phonics Words with <i>ai, ay</i> , T220-222	Phonics Words with <i>ai, ay</i> , T246	Phonics Contractions <i>'ll, 'd</i> , T256-257	Phonics Words with <i>ai, ay</i> , T268 Phonograms <i>-ay, -ain</i> T268	Phonics Words with <i>ai, ay</i> , T284 Phonograms <i>-ay, -ain</i> T284

				Contractions 'll, 'd,, T268	Contractions 'll, 'd,, T284
<b>Fluency</b>	Model Fluency: Expression, T218	Practice Fluency: Expression, T247	Expression, T259	Expression, T259	Expression, T259
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce names of Months, Days, Holidays, T242	Spelling Grammar: Names of Months, Days, Holidays, T252	Spelling Grammar: Names of Months, Days, Holidays, T264	Spelling Grammar: Spiral Review: Subjects and Verbs, T274	Spelling Grammar: Weekly Review: Grammar: Names of Months, Days, Holidays, T80-281

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<b>Foundational Literacy</b>	<b>Unit 4, Lesson 19</b>
<b>Phonics Skill</b>	Vowel Pairs <i>oa, ow</i> , Contractions 've, 're, Phonograms <i>-ow, -oat</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Future Tense
<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.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.6d-</b> Use verbs to convey a sense of past, present, and future.</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>Note: Decodable texts should be used whole group and/or during small group.</i>	<i>It Was Snow Fun pp.99-106; Boat Rides pp.107-114; Fun With Gram pp.115-122; Rex Knows pp.123-130</i>

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Opening Routines</b>	Opening Routines, T318-319 Phonemic Awareness High Frequency Words	Opening Routines, T342-343 Phonemic Awareness High Frequency Words	Opening Routines, T352-353 Phonemic Awareness High Frequency Words	Opening Routines, T364-365 Phonemic Awareness High Frequency Words	Opening Routines, T374-375 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T322	Phonemic Awareness, T344	Phonemic Awareness, T354	Phonemic Awareness, T366	Phonemic Awareness, T375
<b>Phonics</b>	Phonics Words with Vowel Pairs <i>oa</i> , <i>ow</i> T322-324	Phonics Words with Vowel Pairs <i>oa</i> , <i>ow</i> T344	Phonics Contractions ‘ <i>ve</i> , ‘ <i>re</i> , T354- 355	Phonics Words with Vowel Pairs <i>oa</i> , <i>ow</i> , T366 Words with phonogram – <i>ow</i> , - <i>oat</i> , T366 Words with Contractions ‘ <i>ve</i> , ‘ <i>re</i> , T366	Phonics Words with Vowel Pairs <i>oa</i> , <i>ow</i> , T382 Words with phonogram – <i>ow</i> , - <i>oat</i> , T382 Words with Contractions ‘ <i>ve</i> , ‘ <i>re</i> , T382
<b>Fluency</b>	Model Fluency: Intonation, T320	Practice Fluency: Intonation, T345	Intonation, T357	Intonation, T357	Intonation, T357
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Future Tense, T340	Spelling Grammar: Future Tense, T350	Spelling Grammar: Future Tense, T362	Spelling Grammar: Spiral Review: Verbs and Time, T372	Spelling Grammar: Weekly Review: Future Tense, T378-379

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>

For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

<b>Foundational Literacy</b>	<b>Unit 4, Lesson 20</b>
<b>Phonics Skill</b>	Compound Words, Short Vowel <i>ē</i> , <i>ea</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys</i>	Prepositions and Prepositional Phrases

decodables and/or EL texts when applying grammar instruction in context.					
<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.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 a sense of past, present, and future.</p> <p><b>1.FL.SC.6h-</b> Use frequently occurring prepositions such as <i>during</i>, <i>beyond</i>, and <i>toward</i>.</p> <p><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> Note: Decodable texts should be used whole group and/or during small group.	<i>Bedtime For Ray</i> pp.131-138; <i>Pancake Ran</i> pp.139-146; <i>A Springtime Rain</i> pp.147-154; <i>Rosebud</i> pp.155-162				
	<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, 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
<b>Phonemic Awareness</b>	Phonemic Awareness, T420	Phonemic Awareness, T444	Phonemic Awareness, T454	Phonemic Awareness, T466	Phonemic Awareness, T475
<b>Phonics</b>	Phonics Compound Words T420-422	Phonics Compound Words T444	Phonics Words with Short Vowels <i>/ě/ea</i> T454-455	Phonics Words with Short Vowels <i>/ě/ea</i> T466	Phonics Compound Words T482 Words with Short Vowels <i>/ě/ea</i> T482
<b>Fluency</b>	Model Fluency: Rate, T418	Practice Fluency: Rate, T445	Fluency: Rate, T457	Fluency: Rate, T457	Fluency: Rate, T457
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Prepositions and Prepositional Phrases, T440	Spelling Grammar: Prepositional Phrases, T450	Spelling Grammar: Prepositional Phrases, T462	Spelling Grammar: Spiral Review, The Verb <i>be</i> , T47	Spelling Grammar: Weekly Review Prepositions and Prepositional Phrases, T478-479
<b>Workstation/Small Group Activities to Reinforce Foundational Skills</b>					
<ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus. <a href="http://www.scsk12.org/earlyliteracy/newsletters?PID=1379">http://www.scsk12.org/earlyliteracy/newsletters?PID=1379</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>		<b>Unit 5, Lesson 21</b>			
<b>Phonics Skill</b>	r Controlled Vowel <i>ar</i> , <i>r-Controlled Vowel or, ore</i> , Phonograms <i>-ar, -ore</i>				
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Subject Pronouns				
<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.6i-</b> Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p><b>1.FL.VA.7aii-</b> Use frequently occurring affixes as a clue to the meaning of a word.</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>Note: Decodable texts should be used whole group and/or during small group.</i>	<b><i>Mark Shark pp.3-10; Clark's Part pp.11-18; At The Shore pp.19-26; More Fun For Jake pp.27-34</i></b>				
	<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 r-Controlled Vowel <i>ar</i> , T16-18	Phonics Words r-Controlled Vowel <i>ar</i> , T38	Phonics Words r-Controlled Vowel <i>or</i> , <i>ore</i> , T48-49	Phonics Words r-Controlled Vowel <i>ar</i> , T60 Words r-Controlled Vowel <i>or</i> , <i>ore</i> , T60 Phonogram <i>-ar, -ore</i> , T60	Phonics Words r-Controlled Vowel <i>ar</i> , T76 Words r-Controlled Vowel <i>or</i> , <i>ore</i> , T76 Phonogram <i>-ar, -ore</i> , T76

<b>Fluency</b>	Model Phrasing, T14	Practice Phrasing, T39	Phrasing: Natural Pauses, T51	Phrasing: Natural Pauses, T51	Phrasing: Natural Pauses, T51
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Subject Pronouns, T34	Spelling Grammar: Subject Pronouns, T44	Spelling Grammar: Subject Pronouns, T56	Spelling Grammar: Spiral Review, Questions, T66	Spelling Grammar: Weekly Review Subject Pronouns, T72-73

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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<b>Foundational Literacy</b>	<b>Unit 5, Lesson 22</b>
<b>Phonics Skill</b>	r-Controlled Vowels <i>er, ir, ur</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable and/or EL texts when applying grammar instruction in context.</i>	The Pronouns <i>I</i> and <i>Me</i>
<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.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.SC.6c-</b> Use personal, possessive, and indefinite pronouns.</p> <p><b>1.FL.SC.6f-</b> Use frequently occurring conjunctions.</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.VA.7bii-</b> Define words by category and by one or more key attributes.</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>Note: Decodable texts should be used whole group and/or during small group.</i>	<b>See <i>The Birds</i> pp.35-42; <i>A Bath For Mert?</i> pp.43-50; <i>Fox and Crow</i> pp.51-58; <i>Meet Gert</i> pp.59-66</b>



	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 r-Controlled Vowels <i>er, ir, ur</i> , T114-116	Phonics Words with r-Controlled Vowels <i>er, ir, ur</i> , T138	Phonics Words with r-Controlled Vowels <i>er, ir, ur</i> , T148-149	Phonics Words with r-Controlled Vowels <i>er, ir, ur</i> , T160	Phonics Words with r-Controlled Vowels <i>er, ir, ur</i> , T176
<b>Fluency</b>	Model Fluency: Accuracy, T112	Practice Fluency: Accuracy, T139	Accuracy: Connected Text, T151	Accuracy: Connected Text, T151	Accuracy: Connected Text, T151
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce the Pronouns <i>I</i> and <i>Me</i> , T135	Spelling Grammar: The Pronouns <i>I</i> and <i>Me</i> , T144	Spelling Grammar: The Pronouns <i>I</i> and <i>Me</i> , T156	Spelling Grammar: Spiral Review: Compound Sentences, T166	Spelling Grammar: Weekly Review, The Pronouns <i>I</i> and <i>Me</i> , T172-173

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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<b>Foundational Literacy</b>	<b>Unit 5, Lesson 23</b>
<b>Phonics Skill</b>	Vowel Digraph <i>/(oo)/oo</i> , Syllable Pattern CVC
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Possessive Pronouns
<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.

	<p><b>1.FL.PWR.3d-</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.  <b>1.FL.PWR.3e-</b> Decode two-syllable words following basic patterns by breaking the words into syllables.  <b>1.FL.PWR.3f-</b> f. Read words with inflectional endings.  <b>1.FL.PWR.3g-</b> Recognize and read grade-appropriate irregularly spelled words.  <b>1.FL.F.5a-</b> Read grade-level text with purpose and understanding.  <b>1.FL.SC.6c-</b> Use personal, possessive, and indefinite pronouns  <b>1.FL.SC.6j-</b> Capitalize names of people and dates.  <b>1.FL.SC.6l- 1.FL.SC.6l-</b> Use commas in dates and to separate words in a series.  <b>1.FL.VA.7aiii- FL.VA.7aiii-</b> Identify frequently occurring root words and their inflectional forms.  <b>1.FL.VA.7bii-</b> Define words by category and by one or more key attributes.</p>				
<p><b>Decodable Texts</b>  <small>Note: Decodable texts should be used whole group and/or during small group.</small></p>	<p><i>Look At This!</i> pp.67-74; <i>Two Good Cooks</i> pp.75-82; <i>Good Homes</i> pp.83-90; <i>Big Problems</i> pp.91-98</p>				
	<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, T238-239 Phonemic Awareness High Frequency Words	Opening Routines, T248-249 Phonemic Awareness High Frequency Words	Opening Routines, T260-261 Phonemic Awareness High Frequency Words	Opening Routines, T270-271 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T214	Phonemic Awareness, T240	Phonemic Awareness, T250	Phonemic Awareness, T262	Phonemic Awareness, T273
<b>Phonics</b>	Phonics Words with Vowel Digraph /(oo)/oo, T214-216	Phonics Words with Vowel Digraph /(oo)/oo, T240	Phonics Words with Syllable Pattern CVC, T50-251	Phonics Words with Vowel Digraph /(oo)/oo, T262 Words with Syllable Pattern CVC, T262	Phonics Words with Vowel Digraph /(oo)/oo, T278 Words with Syllable Pattern CVC, T278
<b>Fluency</b>	Model Stress, T212	Practice Stress, T241	Stress, T253	Stress, T253	Stress, T253
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Possessive Pronouns, T236	Spelling Grammar: Possessive Pronouns, T246	Spelling Grammar: Possessive Pronouns, T258	Spelling Grammar: Spiral Review, Names of Months, Days, Holidays, T268	Spelling Grammar: Weekly Review Possessive Pronouns, T274- 275

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

**Foundational Literacy*****Flex Week - This week is to be used reviewing and re-teaching foundational literacy skills addressed thus far.*****Quarter 4 Begins**

<b><u>Foundational Literacy</u></b>	<b><u>Unit 5, Lesson 24</u></b>
<b>Phonics Skill</b>	Vowel Digraphs/Spelling Patterns <i>oo, ou, ew, ue, u, u_e</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Indefinite Pronouns
<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.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.6c-</b> Use personal, possessive, and indefinite pronouns. <b>1.FL.SC.6d-</b> Use verbs to convey a sense of past, present, and future. <b>1.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.
<b>Decodable Texts</b> <i>Note: Decodable texts should be used whole group and/or during small group.</i>	<b><i>Moose's Tooth pp.99-106; Moon News pp.107-114; Boot's Clues pp.115-122; Red Zed and Blue Stu pp.123-130</i></b>

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>Opening Routines</b>	Opening Routines, T312-313 Phonemic Awareness High Frequency Words	Opening Routines, T342-343 Phonemic Awareness High Frequency Words	Opening Routines, T3352-353 Phonemic Awareness High Frequency Words	Opening Routines, T364-365 Phonemic Awareness High Frequency Words	Opening Routines, T374-375 Phonemic Awareness High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T316	Phonemic Awareness, T344	Phonemic Awareness, T354	Phonemic Awareness, T366	Phonemic Awareness, T375
<b>Phonics</b>	Phonics Words with Vowel Digraphs/Spelling Patterns <i>oo, ou, ew</i> , T316-318	Phonics Words with Vowel Digraphs/Spelling Patterns <i>oo, ou, ew</i> , T344	Phonics Words with Vowel Digraphs/Spelling Patterns <i>ue, u, u_e</i> , T354-355	Phonics Words with Vowel Digraphs/Spelling Patterns <i>oo, ou, ew, ue, u, u_e</i> , T366	Phonics Words with Vowel Digraphs/Spelling Patterns <i>oo, ou, ew, ue, u, u_e</i> , T382
<b>Fluency</b>	Model Expression, T314	Practice Expression, T345	Expression, T357	Expression, T357	Expression, T357
<b>Word and Sentence Composition</b>	Spelling Grammar: Indefinite Pronouns, T340	Spelling Grammar: Indefinite Pronouns, T350	Spelling Grammar: Indefinite Pronouns, T362	Spelling Grammar: Spiral Review: Future Tense, T372	Spelling Grammar: Weekly Review Indefinite Pronouns, T378-379

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

<b>Foundational Literacy</b>	<b>Unit 5, Lesson 25</b>
<b>Phonics Skill</b>	Vowel Combinations <i>ou, ow, oi, oy, au, aw</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Contractions

<b>Foundational Literacy Standards</b>	<p>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.                  1.FL.F.5a- Read on-level text with purpose and understanding.                  1.FL.SC.6h- Use frequently occurring prepositions such as <i>during</i>, <i>beyond</i>, and <i>toward</i>.                  1.FL.SC.6c- Use personal, possessive, and indefinite pronouns.                  1.FL.VA.7aii- Use frequently occurring affixes as a clue to the meaning of a word.                  1.FL.VA.7aiii- Identify frequently occurring root words and their inflectional forms.                  1.FL.VA.7biv- Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.                  1.FL.VA.7c- 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> Note: Decodable texts should be used whole group and/or during small group.	<p><i>Down on the Farm</i> pp.131-138; <i>Scout and Count</i> pp.139-146; <i>Dawn's Voice</i> pp.147-154; <i>Shawn's Toys</i> pp.155-162</p>				
	<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, T416-417 Phonemic Awareness High Frequency Words	Opening Routines, T442-443 Phonemic Awareness High Frequency Words	Opening Routines, T4352-453 Phonemic Awareness High Frequency Words	Opening Routines, T464-465 Phonemic Awareness High Frequency Words	Opening Routines, T476-477 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T420	Phonemic Awareness, T444	Phonemic Awareness, T454	Phonemic Awareness, T466	Phonemic Awareness, T477
<b>Phonics</b>	Phonics Words with Vowel Combinations <i>ou, ow</i> , T420-422	Phonics Words with Vowel Combinations <i>ou, ow</i> , T444	Phonics Words with Vowel Combinations <i>oi, oy, au, aw</i> T454-455	Phonics Words with Vowel Combinations <i>ou, ow, oi, oy, au, aw</i> , T466	Phonics Words with Vowel Combinations <i>ou, ow, oi, oy, au, aw</i> , T484
<b>Fluency</b>	Model Phrasing, T418	Practice Phrasing, T445	Phrasing: Punctuation, T457	Phrasing: Punctuation, T457	Phrasing: Punctuation, T457
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Contractions, T440	Spelling Grammar: Contractions, T450	Spelling Grammar: Contractions, T462	Spelling Grammar: Spiral Review Prepositional Phrases, T474	Spelling Grammar: Weekly Review: Contractions, T480-481
<b>Workstation/Small Group Activities to Reinforce Foundational Skills</b>					
<ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.</li> </ul>					

<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>

For additional ideas for workstation activities, see the *K-1 Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

<b>Foundational Literacy</b>	<b>Unit 6, Lesson 26</b>				
<b>Phonics Skill</b>	Base Words with <i>-ed, -ing</i> Endings, Long e Spelling Patterns <i>y, ie</i>				
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Exclamations				
<b>Foundational Literacy Standards</b>	<p><b>1.FL.WC.4g-</b> Print all upper and lowercase letters.</p> <p><b>1.FL.PA.2a-</b> Distinguish long from short vowel sounds in spoken single-syllable words.</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.3c-</b> Know the final <i>-e</i> and common vowel team conventions for representing long vowel sounds, including r controlled vowels.</p> <p><b>1.FL.F.5a-</b> Read on-level text with purpose and understanding.</p> <p><b>1.FL.F.5c-</b> Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</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 in response to prompts.</p> <p><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> <i>Note: Decodable texts should be used whole group and/or during small group.</i>	<b><i>Bears pp.3-10; Hiding and Seeking pp.11-18; Henry and Dad Go Camping pp.19-26; Speedy and Chase pp.27-34</i></b>				
	<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, T38-39 Phonemic Awareness High Frequency Words	Opening Routines, T48-49 Phonemic Awareness High Frequency Words	Opening Routines, T60-61 Phonemic Awareness High Frequency Words	Opening Routines, T70-71 Phonemic Awareness High Frequency Words  Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T16	Phonemic Awareness, T40	Phonemic Awareness, T50	Phonemic Awareness, T62	Phonemic Awareness, T71
<b>Phonics</b>	Phonics Base Words with <i>-ed, -ing</i> Endings, T16-18	Phonics Base Words with <i>-ed, -ing</i> Endings, T40	Phonics Words with Long e Spelling Patterns <i>y, ie</i> , T50-51	Phonics Base Words with <i>-ed, -ing</i> Endings, T62	Phonics Base Words with <i>-ed, -ing</i> Endings, T78

				Words with Long e Spelling Patterns <i>y, ie</i> , T62	Words with Long e Spelling Patterns <i>y, ie</i> , T78
<b>Fluency</b>	Model Accuracy, T14	Practice Accuracy, T41	Accuracy: Self-Correct, T53	Accuracy: Self-Correct, T53	Accuracy: Self-Correct, T53
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Exclamations, T36	Spelling Grammar: Exclamations, T46	Spelling Grammar: Exclamations, T48	Spelling Grammar: Spiral Review Subject Pronouns, T68	Spelling Grammar: Weekly Review: Exclamations, T74-75

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter** entitled **Focus on Foundations**. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

<b>Foundational Literacy</b>	<b>Unit 6, Lesson 27</b>
<b>Phonics Skill</b>	Base Words with Inflections <i>-er, -est</i> (change <i>y</i> to <i>i</i> ), Syllable <i>-le</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Kinds of Sentences
<b>Foundational Literacy Standards</b>	<p><b>1.FL.PWR.3d-</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>1.FL.PWR.3e-</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</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.SC.6f-</b> Use frequently occurring conjunctions.</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.6c-</b> Use personal, possessive, and indefinite pronouns.</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.7bi-</b> Sort words into categories to gain a sense of the concepts the categories represent.</p>



<b>Decodable Texts</b> Note: Decodable texts should be used whole group and/or during small group.	<i>The Three Races pp.35-42; Seed Sisters pp.43-50; The Fox and the Grapes pp.51-58; Jingle, Jangle, and Jingle pp.59-66</i>				
	<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, T112-113 Phonemic Awareness High Frequency Words	Opening Routines, T138-139 Phonemic Awareness High Frequency Words	Opening Routines, T148-149 Phonemic Awareness High Frequency Words	Opening Routines, T160-161 Phonemic Awareness High Frequency Words	Opening Routines, T170-171 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T116	Phonemic Awareness, T140	Phonemic Awareness, T150	Phonemic Awareness, T162	Phonemic Awareness, T171
<b>Phonics</b>	Phonics Base Words with Inflections -er, -est, T116-118	Phonics Base Words with Inflections -er, -est, T140	Phonics Words with Syllable -le T150-151	Phonics Base Words with Inflections -er, -est, T162 Words with Syllable -le, T162	Phonics Base Words with Inflections -er, -est, T178 Words with Syllable -le, T178
<b>Fluency</b>	Model Intonation, T114	Practice Intonation, T141	Intonation, T153	Intonation, T153	Intonation, T153
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Kinds of Sentences, T136	Spelling Grammar: Kinds of Sentences, T146	Spelling Grammar: Kinds of Sentences, T158	Spelling Grammar: Spiral Review: The Pronouns <i>I</i> and <i>Me</i> , T168	Spelling Grammar: Weekly Review: Kinds of Sentences, T174-175
<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.  <a href="http://www.scsk12.org/earlyliteracy/newsletters?PID=1379">http://www.scsk12.org/earlyliteracy/newsletters?PID=1379</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 6, Lesson 28</b>
<b>Phonics Skill</b>	Long i Spelling Patterns <i>igh, y, ie</i> , Inflections -ed, -ing, -er, -est, -es
<b>Language/Grammar</b> Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in	Adjectives

context.					
<b>Foundational Literacy Standards</b>	<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.PA.2d- Segment spoken single-syllable words into their complete sequence of individual sounds.</p> <p>1.FL.PWR.3c- Know the final -e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.</p> <p>1.FL.PWR.3f- Read words with inflectional endings.</p> <p>1.FL.PWR.3g- Recognize and read grade-appropriate irregularly spelled words.</p> <p>1.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>1.FL.SC.6c- Use personal, possessive, and indefinite pronouns.</p> <p>1.FL.SC.6e- Use frequently occurring adjectives.</p>				
<b>Decodable Texts</b> Note: Decodable texts should be used whole group and/or during small group.	<i>Sally Jane and Beth Ann pp.67-74; Ty and Big Gilly pp.75-82; Bird Watching pp.83-90; Benches pp.91-98</i>				
	<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, T212-213 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, T268-269 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T216	Phonemic Awareness, T238	Phonemic Awareness, T248	Phonemic Awareness, T260	Phonemic Awareness, T269
<b>Phonics</b>	Phonics Long i Spelling Patterns <i>igh</i> , <i>y</i> , <i>ie</i> , T216-218	Phonics Long i Spelling Patterns <i>igh</i> , <i>y</i> , <i>ie</i> , T238	Phonics Base Words/Inflections -ed, -ing, -er, -est, -es, T248-249	Phonics Long i Spelling Patterns <i>igh</i> , <i>y</i> , <i>ie</i> , T260 Base Words/Inflections -ed, -ing, -er, -est, -es, T260	Phonics Long i Spelling Patterns <i>igh</i> , <i>y</i> , <i>ie</i> , T276 Base Words/Inflections -ed, -ing, -er, -est, -es, T276
<b>Fluency</b>	Model Phrasing, T214	Practice Phrasing, T239	Phrasing: Natural Pauses, T251	Phrasing: Natural Pauses, T251	Phrasing: Natural Pauses, T251
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Adjectives, T234	Spelling Grammar: Adjectives T244	Spelling Grammar: Adjectives, T256	Spelling Grammar: Spiral Review: Possessive Pronouns, T256	Spelling Grammar: Weekly Review Adjectives, T272-273

**Workstation/Small Group Activities to Reinforce Foundational Skills**

- The link below connects to the **SCS Early Literacy Newsletter** entitled *Focus on Foundations*. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *K-1 Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

<u>Foundational Literacy</u>	<u>Unit 6, Lesson 29</u>				
<b>Phonics Skill</b>	Suffixes <i>-ful, -ly, -y</i> , Long Vowel Spelling Patterns				
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable and/or EL texts when applying grammar instruction in context.</i>	Adverbs				
<b>Foundational Literacy Standards</b>	<b>1.FL.PA.2a-</b> Distinguish long from short vowel sounds in spoken single-syllable words. <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.6c-</b> Use personal, possessive, and indefinite pronouns. <b>1FL.VA.7aii-</b> Use frequently occurring affixes as a clue to the meaning of a word. <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.				
<b>Decodable Texts</b> <i>Note: Decodable texts should be used whole group and/or during small group.</i>	<b>Quiz Game</b> , pp.99-106; <b>Jack and the Beans</b> pp.107-114; <b>Ruth's Day</b> pp.115-122; <b>Stew For Peg</b> , pp.123-130				
	<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, T310-311 Phonemic Awareness High Frequency Words	Opening Routines, T338-339 Phonemic Awareness High Frequency Words	Opening Routines, T348-349 Phonemic Awareness High Frequency Words	Opening Routines, T360-361 Phonemic Awareness High Frequency Words	Opening Routines, T370-371 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T314	Phonemic Awareness, T340	Phonemic Awareness, T350	Phonemic Awareness, T362	Phonemic Awareness, T371

<b>Phonics</b>	Phonics Words With Suffixes <i>-ful, -ly, -y</i> , T314-316	Phonics Words With Suffixes <i>-ful, -ly, -y</i> , T340	Phonics Words with Long Vowel Spelling Patterns <i>a, e, i, o, u</i> , T350-351	Phonics Words With Suffixes <i>-ful, -ly, -y</i> , T362 Words with Long Vowel Spelling Patterns <i>a, e, i, o, u</i> , T362	Phonics Words With Suffixes <i>-ful, -ly, -y</i> , T362 Words with Long Vowel Spelling Patterns <i>a, e, i, o, u</i> , T362
<b>Fluency</b>	Model Expression, T312	Practice Expression, T341	Expression, T353	Expression, T353	Expression, T353
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Adverbs, T336	Spelling Grammar: Adverbs, T346	Spelling Grammar: Adverbs, T358	Spelling Grammar: Spiral Review Indefinite Pronouns, T368	Spelling Grammar: Weekly Review: Adverbs, T374-375
<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus. <a href="http://www.scsk12.org/earlyliteracy/newsletters?PID=1379">http://www.scsk12.org/earlyliteracy/newsletters?PID=1379</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>	<b>Unit 6, Lesson 30</b>
<b>Phonics Skill</b>	Syllable Pattern CV, Prefixes <i>un-, re-</i>
<b>Language/Grammar</b> <i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.</i>	Adjectives That Compare
<b>Foundational Literacy Standards</b>	<b>1.FL.PWR.3d-</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <b>1.FL.PWR.3e-</b> Decode two-syllable words following basic patterns by breaking the words into syllables. <b>1.FL.F.5a-</b> Read on-level text with purpose and understanding. <b>1.FL.F.5b-</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <b>1.FL.SC.6c-</b> Use personal, possessive, and indefinite pronouns. <b>1.FL.SC.6e-</b> Use frequently occurring adjectives. <b>1.FL.VA.7aii-</b> Use frequently occurring affixes as a clue to the meaning of a word.

<b>Decodable Texts</b> Note: Decodable texts should be used whole group and/or during small group.	<i>Amy Ant pp.131-138; Julie and Jason pp.139-146; Home at Last pp.147-154; Soccer pp.155-162</i>				
	<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, T412-413 Phonemic Awareness High Frequency Words	Opening Routines, T438-439 Phonemic Awareness High Frequency Words	Opening Routines, T448-449 Phonemic Awareness High Frequency Words	Opening Routines, T460-461 Phonemic Awareness High Frequency Words	Opening Routines, T470-471 Phonemic Awareness High Frequency Words Review and Assess
<b>Phonemic Awareness</b>	Phonemic Awareness, T416	Phonemic Awareness, T440	Phonemic Awareness, T450	Phonemic Awareness, T462	Phonemic Awareness, T471
<b>Phonics</b>	Phonics Words with Syllable Pattern CV, T436	Phonics Words with Syllable Pattern CV, T440	Phonics Words with Prefixes <i>un-</i> , <i>re-</i> T450-451	Phonics Words with Syllable Pattern CV, T462 Words with Prefixes <i>un-</i> , <i>re-</i> T462	Phonics Words with Syllable Pattern CV, T478 Words with Prefixes <i>un-</i> , <i>re-</i> T478
<b>Fluency</b>	Model Fluency: Rate, T414	Practice Fluency: Rate, T441	Rate: Adjust to Purpose, T453	Rate: Adjust to Purpose, T453	Rate: Adjust to Purpose, T453
<b>Word and Sentence Composition</b>	Spelling Grammar: Introduce Adjectives That Compare, T436	Spelling Grammar: Adjectives That Compare, T446	Spelling Grammar: Adjectives That Compare, T458	Spelling Grammar: Spiral Review: Contractions, T468	Spelling Grammar: Weekly Review: Adjectives That Compare, T474-475
<p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.  <a href="http://www.scsk12.org/earlyliteracy/newsletters?PID=1379">http://www.scsk12.org/earlyliteracy/newsletters?PID=1379</a></li> <li>For additional ideas for workstation activities, see the <i>K-1 Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul>					

<b>Foundational Literacy</b>	<b>Flex Weeks-</b> <i>These final weeks should to be used reviewing, re-teaching and assessing foundational literacy skills taught this school year.</i>
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**Semester 2 Ends**