

| CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes | HOUGHTON MIFFLIN FLUENCY, PRINT CONCEPTS & PHONICS STRATEGY | HOUGHTON MIFFLIN DECODING & SPELLING SKILLS | CURRICULUM FRAMEWORK ESSENTIAL KNOWLEDGE, SKILLS & PROCESSES |
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| <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> engage in reading-aloud activities voluntarily read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading use expression and intonation to convey meaning when reading aloud practice reading in texts on their independent reading level to develop accuracy, fluency, and expression demonstrate concepts of print and spoken word by <ul style="list-style-type: none"> tracking print from left to right and top to bottom following print from one line to the next line (return sweep) matching spoken words to print identify letters, words, and sentences differentiate between letters and words by <ul style="list-style-type: none"> recognizing spaces between words in sentences locating capital letters in sentences locating periods, question marks, and exclamation points, speech bubbles, and quotation marks. | <p>Fluency</p> <ul style="list-style-type: none"> Modeling and explicit explanation: reading with expression, pausing at period, voice reflect exclamation point Echo reading Rereading familiar text Independent reading <p>Concepts of Print</p> <ul style="list-style-type: none"> Directionality: left to right Apostrophe to show possession Quotation marks to show exact words of speaker Contractions with 's Apostrophe for possession Tracking sentence from one page to next <p>Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> Look carefully at the word. Look for word parts you know and think about the sounds for the letters. Blend the sounds to read the word. Ask yourself: Is it a word I know? Does it make sense in what I am reading? If not, ask yourself: What else can I try? <p>Phonemic Awareness</p> <ul style="list-style-type: none"> Routine: isolate and blend phonemes, connect sounds to letters, guide practice Activities: CVC single-syllable words; onset blends Rhyme: identifying rhyming pairs | <p>Clarify for Phonics/Decode</p> <p>Week 1 Blending Phonemes</p> <ul style="list-style-type: none"> Double final consonants: -ss, -ll, -tt, -ff, -nn, -gg, -ck Short letter words: a, u Plural with -s (/s/ /z/) <p>Week 2 Blending phonemes</p> <ul style="list-style-type: none"> Short letter words: i Possessives with 's Endings: -ed, -s, ing <p>Week 3 Blending Phonemes</p> <ul style="list-style-type: none"> Blend clusters with r Contractions with 's <p>Phonics/Spelling</p> <p>Week 1</p> <ul style="list-style-type: none"> Spelling Instruction: short a sound Word Wall analogy (patterns): -ack, -ap; wet, dig, hen, box, an, it, pot <p>Week 2</p> <ul style="list-style-type: none"> Word Endings: -s, -ed, -ing Spelling Instruction: short i sound, single- syllable words Word Wall analogy (patterns): -ip, -in; -it; words that rhyme with it, pot, wet, at, an, dig, hen <p>Week 3</p> <ul style="list-style-type: none"> Contractions: 's Spelling Instruction: blends/clusters with r Word Wall analogy (patterns): ick, ill | <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> isolate and manipulate phonemes count phonemes in words with a maximum of three syllables identify the onset and rime of words generate words that rhyme with a teacher-given word segment words by saying each sound blend separately spoken phonemes to make word parts and words with one to three syllables identify whether the middle vowel sound is the same or different in a set of one-syllable words sort picture cards by beginning and ending phoneme apply knowledge of beginning and ending consonants and short vowels in single-syllable words by <ul style="list-style-type: none"> recognizing beginning and ending consonant sounds separating the sounds in a word blending separately spoken phonemes to make a word spelling words accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>). |

| CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes | HOUGHTON MIFFLIN HIGH-FREQUENCY WORDS | HOUGHTON MIFFLIN VOCABULARY | ZANER-BLOSER HANDWRITING |
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| <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> learn and use new words encountered in discussions and in books that are read aloud use words to orally describe actions, people, places, things, and ideas use words of time and position, including <i>first</i>, <i>second</i>, <i>next</i>, <i>on</i>, <i>under</i>, <i>beside</i>, and <i>over</i>, to give directions orally ask for meanings and clarification of unfamiliar words and ideas use singular and plural nouns appropriately read common high-frequency sight words participate in a variety of oral language activities, such as <ul style="list-style-type: none"> listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives listening to stories and poems read aloud daily participating in discussions about stories and poems talking about words and their meanings as they are encountered in stories, poems, and conversations giving reactions to stories and poems listening and responding to stories and poems presented participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns tell and retell stories and events in logical order by <ul style="list-style-type: none"> retelling stories orally and through informal drama dictating retelling of stories creating their own stories, poems, plays, and songs indicating first, next, and last events in a story extend the story orally or with drawings express themselves in complete sentences. use appropriate pencil grip use standard letter formation use standard number formation. | <div> <div> <p>Week 1, Day 1: see, is, the, here, for, and, go, are</p> <p>Week 1, Day 2: see, fall, full, flower, look, of, animal, bird, cold</p> <p>Week 1, Day 3: play, to</p> </div> <div> <p>Week 2, Day 1: go, here, is, a, and, have, I, said, to</p> <p>Week 2, Day 2: why, eat, never, all, every, paper, call, first, shall</p> <p>Week 2, Day 3: she, for, he, the</p> </div> <div> <p>Week 3, Day 1: are, I, said, is, a, here, are, see, the, go, like</p> <p>Week 3, Day 2: color, blue, green, brown, funny, many, like, some, also</p> </div> </div> <div> <p>ORAL LANGUAGE</p> <ul style="list-style-type: none"> Retelling (using language of the selection; answering who, where, when, what, how) Class discussion Singing songs </div> | <p>Week 1</p> <ul style="list-style-type: none"> Seasons: summer, fall, winter, spring Concept Vocabulary: planted, corn, growing, carrots Months of the year <p>Week 2</p> <ul style="list-style-type: none"> Concept Vocabulary: cone, dish, green, ice cream, kind, napkins, shop, try, wish Possessive: my, mine, yours, her, hers, his, their, theirs Size words: big, small, huge, gigantic, enormous, great; tiny, wee, itsy-bitsy, small <p>Week 3</p> <ul style="list-style-type: none"> Concepts Vocabulary: breathe, dolphins, fish, otter, sea, sea horse, tails Possessive: my, mine, yours, her, hers, his, their Color Words: red, orange, yellow, green, blue, purple Words that Show Position: in, out, on, off, left, right, up, down, here, there | |

SECOND NINE WEEKS

| CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes | HOUGHTON MIFFLIN CORE COMPREHENSION STRATEGIES | HOUGHTON MIFFLIN COMPREHENSION SKILLS | HOUGHTON MIFFLIN LITERARY CONCEPTS | RESOURCES |
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| To be successful with this standard, students are expected to <ul style="list-style-type: none">• use prior knowledge to interpret pictures• use titles and pictures to make predictions about text• use knowledge of the story or topic to make predictions about vocabulary and text• preview reading material by looking at the book’s cover and illustrations and by reading titles and headings• choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection• draw on prior knowledge to make predictions before and during reading• make and confirm predictions based on illustrations or portions of the text• use knowledge from their own experience to make sense of and talk about a text• read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines• identify the topic or main idea of a short fiction or nonfiction selection• identify characters, setting, and important events• answer simple who, what, when, where, why, and how questions about a selection. | <ul style="list-style-type: none">• Evaluate (target Week 1) Ask yourself:<ul style="list-style-type: none">➤ How do I feel about what I read?➤ Do I agree or disagree with it?➤ Am I learning what I wanted to know?➤ How good a job has the author done?• Predict/Infer (target Week 2)<ul style="list-style-type: none">➤ Think about the title, the illustrations, and what you have read so far.➤ Tell what you think will happen next or what you will learn.➤ Try to figure out things that the author does not say directly.• Question (target Week 3)<ul style="list-style-type: none">➤ Ask questions that can be answered as you read or after you finish reading. | <ul style="list-style-type: none">• Summarizing: topic, main idea, details (target Week 1)• Making and revising predictions (target Week 2)• Categorizing and classifying (target Week 3)• Noting details• Comparing and contrasting• Drawing conclusions• Making inferences• Connecting and comparing• Identifying cause and effect• Distinguishing fact from opinion• Distinguishing realism from fantasy• Sequence of events | <p>Imaginative Literature</p> <ul style="list-style-type: none">• Genre: realistic fiction, fiction, fantasy, play, folktale• Title, author, illustrator• Story structure: characters, setting, problem• Jokes and Lyrics: how to read, purpose to entertain• Drama: narrator, characters, how to read a play <p>Nonfiction</p> <ul style="list-style-type: none">• Genre: nonfiction selections, social studies article• Title, author• Print features: title, headings, captions, photographs• Text organization: topic, main idea and supporting details• Realistic texts: make-believe vs. real life; story structure vs. informational texts; fantasy vs. realism• Social studies article: topic/title; information/sequence; visuals/pictures• Pictures: relationship of caption to picture, make inferences how characters are feeling, gathering information from | <ul style="list-style-type: none">• Theme 3: Let’s Look Around! (Houghton Mifflin)• Alphabet/Letter Books• Wordless Picture Books (fiction/story and nonfiction/informational)• Decodable Books• Predictable Books• Appropriate Leveled Books• Appropriate Concept Books• Breakthrough To Literacy Books• <u>Words Their Way</u> Text & Word Sort CD• MCPS Word Sort CD |
| | | Comprehension Tools | | |
| | | <ul style="list-style-type: none">• 3-column chart: topic, details, main idea• 2-column comparison chart: topic, details, main idea | <ul style="list-style-type: none">• Cluster/web: main idea & details• K-W-L chart | |

| CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes | HOUGHTON MIFFLIN FORMS AND GRAMMAR | HOUGHTON MIFFLIN WRITING | ASSESSMENT TOOLS |
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| <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use previous experiences to generate ideas • participate in teacher-directed brainstorming activities • participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas • participate in teacher-directed charting activities to organize information • write a sentence that focuses on one topic • spell high-frequency sight words and phonetically regular words correctly in final copies • sound out words in order to spell them phonetically • use correct end punctuation • begin each sentence with a capital letter • use familiar writing forms, including lists, letters, stories, reports, messages, and poems • create artwork or a written response that shows comprehension of a selection • extend the story orally or with drawings • share writing with others. | <p>Language Concepts/Grammar</p> <p>Week 1</p> <ul style="list-style-type: none"> • Capitalization: names of people, beginning of sentence • End punctuation: period • Concept of sentence <p>Week 2</p> <ul style="list-style-type: none"> • Name part of sentence <p>Week 3</p> <ul style="list-style-type: none"> • Action part of sentence | <p>Preparing for Writing</p> <ul style="list-style-type: none"> • Experience • Discussion • Shared reading selection • Planning beginning, middle, end <p>Shared Writing</p> <ul style="list-style-type: none"> • Description • Persuasive letter: date, greeting, reasons why • Story: creating a title <p>Interactive Writing</p> <ul style="list-style-type: none"> • Description • Persuasive letter: date, greeting, reasons why <p>Independent Writing</p> <ul style="list-style-type: none"> • Theme related topic • Trip (beginning, middle, end) | <p>Theme 3: Let's Look Around! Houghton Mifflin</p> <p>Observational Checklist</p> <p>Phonics Decoding Screening Test</p> <p>Leveled Reading Passages Assessment Kit</p> <p>End-of-Selection Assessment (Multiple Choice and SOL format)</p> <p>End-of-Theme Assessment Integrated Theme Test or Theme Skills Test</p> <p>Spelling activities and/or test</p> <p>Daily Writing Activities</p> <p>Student Practice Book Activities</p> |