

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN FLUENCY, PRINT CONCEPTS & PHONICS STRATEGY	HOUGHTON MIFFLIN DECODING & SPELLING SKILLS	CURRICULUM FRAMEWORK ESSENTIAL KNOWLEDGE, SKILLS & PROCESSES
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>engage in reading-aloud activities voluntarily</li> <li>read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud</li> <li>use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading</li> <li>use expression and intonation to convey meaning when reading aloud</li> <li>practice reading in texts on their independent reading level to develop accuracy, fluency, and expression</li> <li>demonstrate concepts of print and spoken word by               <ul style="list-style-type: none"> <li>tracking print from left to right and top to bottom</li> <li>following print from one line to the next line (return sweep)</li> <li>matching spoken words to print</li> </ul> </li> <li>identify letters, words, and sentences</li> <li>differentiate between letters and words by               <ul style="list-style-type: none"> <li>recognizing spaces between words in sentences</li> <li>locating capital letters in sentences</li> <li>locating periods, question marks, and exclamation points, speech bubbles, and quotation marks.</li> </ul> </li> </ul>	<p><b>Fluency</b></p> <ul style="list-style-type: none"> <li><b>Modeling and explicit explanation:</b> reading with expression, pausing at period, voice reflect exclamation point</li> <li>Echo reading</li> <li>Rereading familiar text</li> <li>Independent reading</li> </ul> <p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Capitals: beginning of sentence, title, proper nouns</li> <li>End punctuation (.?! ) and commas</li> <li>Directionality: left to right and return sweep</li> <li>Identify asking and telling sentences</li> </ul> <p><b>Phonics/Decoding Strategy</b></p> <ul style="list-style-type: none"> <li>Look carefully at the word.</li> <li>Look for word parts you know and think about the sounds for the letters.</li> <li>Blend the sounds to read the word.</li> <li>Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>If not, ask yourself: What else can I try?</li> </ul> <p><b>Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li><b>Routine:</b> isolate and blend phonemes, connect sounds to letters, count sounds in words, guide practice</li> <li><b>Activities:</b> CVC, CVCe, and single-syllable words with onset blends</li> <li><b>Rhyme:</b> identifying rhyming words in word families</li> </ul>	<p><b>Clarify for Phonics/Decode</b></p> <p><b>Week 1</b> <b>Segmenting and counting phonemes</b></p> <ul style="list-style-type: none"> <li>Triple Clusters (blends) spl, spr, scr, str <b>(Target)</b></li> <li>Digraphs – sh, th, wh, ch, tch <b>(Target)</b></li> <li>Short vowel words: u <b>(Target)</b></li> </ul> <p><b>Week 2</b> <b>Segmenting and counting phonemes</b></p> <ul style="list-style-type: none"> <li>Blending Long a Words (CVCe); Soft c and g <b>(Target)</b></li> <li>Final nd, ng, nk <b>(Target)</b></li> </ul> <p><b>Week 3</b> <b>Segmenting and counting phonemes</b></p> <ul style="list-style-type: none"> <li>Blending Long i Words (CVCe) <b>(Target)</b></li> <li>Contractions – she'll, I've, don't, it's, etc. <b>(Target)</b></li> </ul> <p><b>Phonics/Spelling</b></p> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li><b>Spelling Instruction:</b> Words spelled with sh or ch</li> <li><b>Spelling Patterns:</b> –ash, -ush <b>(Target)</b></li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li><b>Spelling Instruction:</b> The long a sound</li> <li><b>Spelling Patterns:</b> -ate, -ake <b>(Target)</b></li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li><b>Spelling Instruction:</b> The long i sound</li> <li><b>Spelling Patterns:</b> -ite, -ide <b>(Target)</b></li> </ul>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>isolate and manipulate phonemes</li> <li>count phonemes in words with a maximum of three syllables</li> <li>identify the onset and rime of words</li> <li>generate words that rhyme with a teacher-given word</li> <li>segment words by saying each sound</li> <li>blend separately spoken phonemes to make word parts and words with one to three syllables</li> <li>identify whether the middle vowel sound is the same or different in a set of one-syllable words</li> <li>sort picture cards by beginning and ending phoneme</li> <li>apply knowledge of beginning and ending consonants and short vowels in single-syllable words by               <ul style="list-style-type: none"> <li>recognizing beginning and ending consonant sounds</li> <li>separating the sounds in a word</li> <li>blending separately spoken phonemes to make a word</li> <li>spelling words</li> </ul> </li> <li>accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>).</li> </ul>

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN HIGH-FREQUENCY WORDS	HOUGHTON MIFFLIN VOCABULARY	ZANER-BLOSER HANDWRITING
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>learn and use new words encountered in discussions and in books that are read aloud</li> <li>use words to orally describe actions, people, places, things, and ideas</li> <li>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</li> <li>ask for meanings and clarification of unfamiliar words and ideas</li> <li>use singular and plural nouns appropriately</li> <li>read common high-frequency sight words.</li> <li>participate in a variety of oral language activities, such as               <ul style="list-style-type: none"> <li>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</li> <li>listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives</li> <li>listening to stories and poems read aloud daily</li> <li>participating in discussions about stories and poems</li> <li>talking about words and their meanings as they are encountered in stories, poems, and conversations</li> <li>giving reactions to stories and poems</li> </ul> </li> <li>listening and responding to stories and poems presented</li> <li>participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns</li> <li>tell and retell stories and events in logical order by               <ul style="list-style-type: none"> <li>retelling stories orally and through informal drama</li> <li>dictating retelling of stories</li> <li>creating their own stories, poems, plays, and songs</li> <li>indicating first, next, and last events in a story</li> </ul> </li> <li>extend the story orally or with drawings</li> <li>express themselves in complete sentences.</li> <li>use appropriate pencil grip</li> <li>use standard letter formation</li> <li>use standard number formation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Week 1, Day 2:</b> grow, light, long, more, other, right, room, small, these</li> <li><b>Week 2, Day 2:</b> world, house, over, own, so, how, could</li> <li><b>Week 3, Day 2:</b> give, little, fly, good, try, our, her, was</li> </ul>	<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li><b>Antonyms:</b> big/small, heavy/light, rough/smooth, fancy/plain</li> <li><b>Size words:</b> big, giant, large, huge, gigantic</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li><b>Social Studies Words:</b> maps, states, lakes, streets, world, towns, etc.</li> <li><b>State and Country Names</b></li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li><b>Base words with –ing</b></li> <li><b>Weather Words:</b> rainy, foggy, sunny, wind, cold, hot, sticky</li> </ul>	
	<p><b>ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Retelling (using language of the selection; answering who, where, when, what, how)</li> <li>Class discussion</li> <li>Singing songs</li> <li>Identifying objects on picture cards</li> <li>Reciting chants, poems</li> <li>Riddles</li> <li>Readers' Theater</li> </ul>		

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN CORE COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION SKILLS	HOUGHTON MIFFLIN LITERARY CONCEPTS	RESOURCES
<b>To be successful with this standard, students are expected to</b> <ul style="list-style-type: none"><li>• use prior knowledge to interpret pictures</li><li>• use titles and pictures to make predictions about text</li><li>• use knowledge of the story or topic to make predictions about vocabulary and text</li><li>• preview reading material by looking at the book’s cover and illustrations and by reading titles and headings</li><li>• choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection</li><li>• draw on prior knowledge to make predictions before and during reading</li><li>• make and confirm predictions based on illustrations or portions of the text</li><li>• use knowledge from their own experience to make sense of and talk about a text</li><li>• read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines</li><li>• identify the topic or main idea of a short fiction or nonfiction selection</li><li>• identify characters, setting, and important events</li><li>• answer simple who, what, when, where, why, and how questions about a selection.</li></ul>	<ul style="list-style-type: none"><li>• <b>Question (target Week 1)</b><ul style="list-style-type: none"><li>➢ Ask questions that can be answered as you read or after you finish reading.</li></ul></li><li>• <b>Summarize (target Week 2)</b><ul style="list-style-type: none"><li>➢ Think about the main ideas or the important parts of the selection.</li><li>➢ Tell in your own words the important things you have read</li></ul></li><li>• <b>Monitor/Clarify (target Week 3)</b><ul style="list-style-type: none"><li>➢ Ask yourself if what you are reading makes sense or if you are learning what you want to learn.</li><li>➢ If you don’t understand something, reread, read ahead, or use the illustrations.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>Compare and Contrast (target Week 1)</b><ul style="list-style-type: none"><li>➢ Think about how books are similar from other books</li><li>➢ Compare similarities and differences with character, setting, and events in stories</li></ul></li><li>• <b>Making Generalizations (Target Week 2)</b><ul style="list-style-type: none"><li>➢ Make statements about something that is true most of the time about everyday objects such as toys.</li><li>➢ Use pictures, words, and what you already know to say something that is true most of the time about information in a story</li></ul></li><li>• <b>Cause and effect (target Week 3)</b><ul style="list-style-type: none"><li>➢ While reading, remember that for everything that happens(effect) there is a reason (cause).</li><li>➢ Remember that understanding what happens and why can help to understand a story.</li></ul></li><li>• Making predictions</li><li>• Noting details</li><li>• Sequence of events</li><li>• Categorizing and classifying</li><li>• Comparing and contrasting</li><li>• Drawing conclusions</li><li>• Rereading for understanding</li></ul>	<b>Imaginative Literature</b> <ul style="list-style-type: none"><li>• <b>Genre:</b> poetry<ul style="list-style-type: none"><li>➢ Rhyme</li><li>➢ Figurative language</li><li>➢ Stanzas</li><li>➢ Onomatopoeia</li><li>➢ Alliteration</li></ul></li></ul> <b>Nonfiction</b> <ul style="list-style-type: none"><li>• <b>Genre:</b> nonfiction selections, social studies, science, and art</li><li>• Print features: title, headings, captions, photographs, labels, lists</li><li>• Text organization: topic, main idea and supporting details</li><li>• Realistic texts: make-believe vs. real life; story structure vs. informational texts; fantasy vs. realism</li><li>• Social studies, science, art article: topic/title; information/sequence; visuals/pictures</li><li>• Pictures: gathering information from</li></ul>	<ul style="list-style-type: none"><li>• <b>Theme 5: Home Sweet Home</b> (Houghton Mifflin)</li><li>• Alphabet/Letter Books</li><li>• Wordless Picture Books (fiction/story and nonfiction/informational)</li><li>• Decodable Books</li><li>• Predictable Books</li><li>• Appropriate Leveled Books</li><li>• Appropriate Concept Books</li><li>• Breakthrough To Literacy Books</li><li>• <u>Words Their Way</u> Text &amp; Word Sort CD</li><li>• MCPS Word Sort CD</li></ul>
		<b>Comprehension Tools</b>		
		<ul style="list-style-type: none"><li>• Venn diagram</li><li>• listing what students have learned</li></ul>	<ul style="list-style-type: none"><li>• 2-column chart: cause and effect</li></ul>	

## SECOND NINE WEEKS

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN WRITING	ASSESSMENT TOOLS
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use previous experiences to generate ideas</li> <li>• participate in teacher-directed brainstorming activities</li> <li>• participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas</li> <li>• participate in teacher-directed charting activities to organize information</li> <li>• write a sentence that focuses on one topic</li> <li>• spell high-frequency sight words and phonetically regular words correctly in final copies</li> <li>• sound out words in order to spell them phonetically</li> <li>• use correct end punctuation</li> <li>• begin each sentence with a capital letter</li> <li>• use familiar writing forms, including lists, letters, stories, reports, messages, and poems</li> <li>• create artwork or a written response that shows comprehension of a selection</li> <li>• extend the story orally or with drawings</li> <li>• share writing with others.</li> </ul>	<p><b>Language Concepts/Grammar Daily Language Practice</b></p> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Capitalizing names and first word of sentence</li> <li>• Recognizing complete sentences</li> <li>• Punctuating telling and asking sentences</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Identify telling sentences</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>• Identify asking sentences</li> </ul>	<p><b>Preparing for Writing</b></p> <ul style="list-style-type: none"> <li>• Experience</li> <li>• Discussion</li> <li>• Shared reading selection</li> <li>• Planning beginning, middle, end</li> </ul> <p><b>Shared Writing</b></p> <ul style="list-style-type: none"> <li>• Class album</li> <li>• Class message</li> <li>• Class letter</li> </ul> <p><b>Interactive Writing</b></p> <ul style="list-style-type: none"> <li>• Class album</li> <li>• Class message</li> <li>• Class letter</li> </ul> <p><b>Independent Writing</b></p> <ul style="list-style-type: none"> <li>• Writing sentences on a topic</li> <li>• Writing questions and answers to questions</li> <li>• Writing a story</li> </ul>	<p><b>Theme 5: Home Sweet Home</b> (Houghton Mifflin)</p> <p><b>Observational Checklist</b></p> <p><b>Phonics Decoding Screening Test</b></p> <p><b>Leveled Reading Passages Assessment Kit</b></p> <p><b>End-of-Selection Assessment</b> (Multiple Choice and SOL format)</p> <p><b>End-of-Theme Assessment</b> Integrated Theme Test or Theme Skills Test</p> <p><b>Spelling activities and/or test</b></p> <p><b>Daily Writing Activities</b></p> <p><b>Student Practice Book Activities</b></p>