

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>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 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, CVCe single-syllable words; onset blends, ending clusters Rhyme: identifying rhyming pairs 	<p>Clarify for Phonics/Decode</p> <p>Week 1</p> <ul style="list-style-type: none"> Blending Long vowel words o, u, i (CVCe and CV) Final Clusters nt, lk, ft <p>Week 2</p> <ul style="list-style-type: none"> Long vowel words e, o, u (CV, CVCe) Vowel pairs ee, ea Final clusters nt, lk, ft <p>Week 3</p> <ul style="list-style-type: none"> Vowel Pairs ai, ay; ee, ea Long vowel e words Final –s sound, -er ending <p>Phonics/Spelling</p> <p>Week 1</p> <ul style="list-style-type: none"> Spelling Instruction: Long o, long i Spelling Pattern: -oke, e.g. poke, woke Contractions Word Wall Words: give, little, try, our, fly, good, her, was, how, over, own, morning, found, shout, by, out, show, climb <p>Week 2</p> <ul style="list-style-type: none"> Spelling Instruction: long e sound Spelling pattern: -eat; e.g. seat, heat Word Wall Words: morning, by, show, found, out, climb, shout, cow, door, horse, table, there, wall, now, through <p>Week 3</p> <ul style="list-style-type: none"> Spelling Instruction: Words with -ay Spelling pattern: -ay, e.g. bay, hay, tray Word Wall Words: cow, now, there, table, through, horse, door, wall 	<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
<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. 	<ul style="list-style-type: none"> Week 1, Day 1: give, good, her, little, try, was, fly, our Week 1, Day 2: morning, shout, by, found, out, show, climb Week 2, Day 2: cow, wall, table, there, now, through, horse, door Week 3, Day 2: far, been, forest, goes, hungry, soon, evening, near 	<p>Week 1</p> <ul style="list-style-type: none"> Alphabetical Order Concept Vocabulary: desert, cactus, scorpions, camels Names for fruits and vegetables <p>Week 2</p> <ul style="list-style-type: none"> Words That Rhyme: cat/mat; mouse/house Words that express Surprise: Eek!, Uh-oh! Concept Vocabulary: pictograph, feet, inches, harvest, Cuba <p>Week 3</p> <ul style="list-style-type: none"> Body Parts: eye, nose, feet Concept Vocabulary: jaws, few, boast, bill, while Words that name Animal Actions: hops, leaps, jumps 	
	<p style="text-align: center;">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 		

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN CORE COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN COMPREHENSION SKILLS	HOUGHTON MIFFLIN LITERARY CONCEPTS		RESOURCES
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use prior knowledge to interpret picturesuse titles and pictures to make predictions about textuse knowledge of the story or topic to make predictions about vocabulary and textpreview reading material by looking at the book’s cover and illustrations and by reading titles and headingschoose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selectiondraw on prior knowledge to make predictions before and during readingmake and confirm predictions based on illustrations or portions of the textuse knowledge from their own experience to make sense of and talk about a textread various nonfiction forms, including letters, lists, recipes, newspapers, and magazinesidentify the topic or main idea of a short fiction or nonfiction selectionidentify characters, setting, and important eventsanswer simple who, what, when, where, why, and how questions about a selection.	<ul style="list-style-type: none">Summarize (target Week 1)<ul style="list-style-type: none">Think about the main ideas or the important parts of the selection.Tell in your own words the important things you have readQuestion (target Week 2)<ul style="list-style-type: none">Ask questions that can be answered as you read or after you finish reading.Predict/Infer (target Week 3)<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.	<ul style="list-style-type: none">Using story structure (target Week 1)Noting details (target Week 2)Making predictions (target Week 3) <ul style="list-style-type: none">Comparing and contrastingDrawing conclusionsMaking inferencesConnecting and comparingIdentifying cause and effectDistinguishing fact from opinionDistinguishing realism from fantasySequence of events	<p>Imaginative Literature</p> <ul style="list-style-type: none">Genre: realistic fiction, fiction, fantasy, play, folktaleTitle, author, illustratorStory structure: characters, setting, problem/solutionJokes and Lyrics: how to read, purpose to entertainDrama: narrator, characters, how to read a play <p>Nonfiction</p> <ul style="list-style-type: none">Genre: nonfiction selections, social studies articleTitle, authorPrint features: title, headings, captions, photographsText organization: topic, main idea and supporting detailsRealistic texts: make-believe vs. real life; story structure vs. informational texts; fantasy vs. realismSocial studies article: topic/title; information/sequence; pictograph; visuals/picturesPictures: relationship of caption to picture, make inferences how characters are feeling, gathering information from		<ul style="list-style-type: none">Theme 6: ANIMAL ADVENTURES (Houghton Mifflin)Alphabet/Letter BooksWordless Picture Books (fiction/story and nonfiction/informational)Decodable BooksPredictable BooksAppropriate Leveled BooksAppropriate Concept BooksBreakthrough To Literacy Books<u>Words Their Way</u> Text & Word Sort CDMCPS Word Sort CD
		<p>Comprehension Tools</p>			
		<ul style="list-style-type: none">3-column chart: topic, details, main idea2-column comparison chart: topic, details, main idea	<ul style="list-style-type: none">Cluster/web: main idea & detailsK-W-L chartVenn Diagram	<ul style="list-style-type: none">3-column chart to use to classify concepts, e.g., animal, plant, nonliving	

CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN FORMS AND GRAMMAR	HOUGHTON MIFFLIN WRITING	ASSESSMENT TOOLS
<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 • write simple, complete sentences • begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events • 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"> • Write a Poster • Persuasive Writing • Names for People and Animals <p>Week 2</p> <ul style="list-style-type: none"> • Make a list • Answer a comprehension question • Names for Things and Places <p>Week 3</p> <ul style="list-style-type: none"> • Writing a Riddle • Write a Summary • Name words for One or More <p>Preparing for Writing</p> <ul style="list-style-type: none"> • Experience • Discussion • Shared reading selection • Planning beginning, middle, end <p>Writing Forms</p> <ul style="list-style-type: none"> • Shared Writing: description; persuasive letter (date, greeting, reasons why); class story, class summary of a story • Interactive Writing: description; persuasive letter (date, greeting, reasons why); class story; class summary <p>Independent Writing</p> <ul style="list-style-type: none"> • Independent Writing: theme related topic; write a summary (beginning, middle, end) 	<p>DESCRIPTION</p> <ul style="list-style-type: none"> • Prewriting/ Planning <ul style="list-style-type: none"> ➤ Choosing a topic <ul style="list-style-type: none"> ▪ Identify events through answers to teacher questions ▪ Talk with partner about the events that have come to mind and decide which one to write about ➤ Organizing information <ul style="list-style-type: none"> ▪ Drawing a picture and choosing a title ▪ Choosing words that describe picture and put words in order ▪ Asking a partner to guess what was drawn based on descriptive words. • Drafting/Composing <ul style="list-style-type: none"> ➤ Using Sensory Words ➤ Using Precise Words to give reader a better picture • Revising/Written Expression <ul style="list-style-type: none"> ➤ Adding more detail • Proofreading/Editing <ul style="list-style-type: none"> ➤ Checklist ➤ End punctuation ➤ Capital letter to begin sentence ➤ Checking Spelling: commonly/frequently misspelled words/no excuse words ➤ Complete sentence with noun/verb • Publishing <ul style="list-style-type: none"> ➤ Author's chair ➤ Class book ➤ Classroom display ➤ Act it out ➤ Use computer 	<p>Theme 6: ANIMAL ADVENTURES (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>