

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 recognize and use simple compound words 	<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 single-syllable words; onset blends Rhyme: identifying rhyming pairs 	<p>Clarify for Phonics/Decode</p> <p>Week 1</p> <ul style="list-style-type: none"> Base words and endings: -ed, -s, -ing Review oo sound (soon, cute): ue, ou, oo, u, ew, u_e Review long i sound (igh, ie) <p>Week 2</p> <ul style="list-style-type: none"> ou sound (cow, shout): ow, ou Dividing words into syllables (VCCV, e.g. picnic) Review endings: -ed, ing, s <p>Week 3</p> <ul style="list-style-type: none"> Base words and endings: -ing, ed Review -ou, ow Review syllables <p>Phonics/Spelling</p> <p>Week 1</p> <ul style="list-style-type: none"> Spelling Instruction: adding -s to words that name Word Wall: about, because, teacher, draw, part, tiny, happy <p>Week 2</p> <ul style="list-style-type: none"> Word Endings: -s, -ed, -ing Spelling Instruction: ow sound (cow) Word Wall: always, warm, body, arms, seven, ready, eight <p>Week 3</p> <ul style="list-style-type: none"> Spelling Instruction: words ending with -ing, -ed Word Wall: always, arms, body, eight, seven, ready, warm, kind, carry, put, saw, work, butter, were, person, climb 	<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. 	<p>Week 1, Day 1: build, shoe, under, piece, old, start</p> <p>• Week 1, Day 2: about, because, part, tiny, teacher, draw, happy</p> <p>• Week 1, Day 3: Same as day 2</p> <p>• Week 2, Day 1: because, part, happy, tiny, under, start</p> <p>Week 2, Day 2: always, body, arms, eight, warm, ready, seven</p> <p>• Week 2, Day 3: Same as day 2</p> <p>• Week 3, Day 1: are, I, said, is, a, here, are, see, the, go, like</p> <p>• Week 3, Day 2: butter, saw, carry, kind, work, person, put</p> <p>• Week 3, Day 3: Same as day 2</p>	<p>Week 1</p> <ul style="list-style-type: none"> Ecology Concept Vocabulary: litter, gallons, electricity, recycle, gas Words from Nature, e.g. forest, leaf Compound Words <p>Week 2</p> <p>Earth</p> <ul style="list-style-type: none"> Concept Vocabulary: Art, Earth, landscape, respect Words from Science, e.g. experiment, hatch, chrysalis Words for colors and patterns, e.g. stripes <p>Week 3</p> <p>An Apple's Life Cycle</p> <ul style="list-style-type: none"> Concept Vocabulary: time line, life cycle, blossoms, pollen, bud, ripe Homophones Names for apple products, e.g. apple butter, apple cider 	
	<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 		

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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">• 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 read• Monitor/Clarify (target Week 2)<ul style="list-style-type: none">➢ Ask yourself if what you are reading makes sense or if you are learning what you want to learn.➢ If you don’t understand something, reread, read ahead, or use the illustrations.• 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">• Classifying and Categorizing (target Week 1)• Identifying the Main Idea, Seeking Details, Summarizing (target Week 2)• Drawing Conclusions (target Week 3)• Noting details• Comparing and contrasting• 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	<p>Theme 8: Our Earth (Houghton Mifflin)</p> <ul style="list-style-type: none">• 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		<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 • 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"> • Verbs <p>Week 2</p> <ul style="list-style-type: none"> • Present Tense <p>Week 3</p> <ul style="list-style-type: none"> • Verbs that end with –ed, e.g. talked, looked <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; writing a paragraph that shares information • Interactive Writing: description; writing a paragraph that shares information • Independent Writing • Independent Writing: theme related topic; writing a paragraph that shares information 	<p>RESEARCH REPORT</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 a 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"> ▪ Complete a Research Report Planner telling the topic chosen. Write facts to be shared. ▪ K-W-L Chart ▪ Pictures: drawing and numbering a series of pictures about a simple experience • Drafting/Composing <ul style="list-style-type: none"> ➤ Staying on topic ➤ Note taking • Revising/Written Expression <ul style="list-style-type: none"> ➤ Adding more detail ➤ Use complete sentences • 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 • Publishing <ul style="list-style-type: none"> ➤ Author's chair ➤ Class book ➤ Classroom display ➤ Act it out ➤ Use computer 	<p>Theme 8: Our Earth 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>