

Quarter Four

Timeline	Unit Theme		PA Core Standards	Phonics Skills Objectives	Fluency Objectives	Writing/ Grammar Objectives	High Frequency Words/ Vocabulary	Sight Words	Text-Based Comprehension Skills/Strategies Objectives	Assessments	Resources and Materials Needed
1. The Signmaker’s Assistant (Humorous Fiction)	5. Responsibility		Fluency Standards covered: CC.1.1.2.E: Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Phonics Standards covered: CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes.	Vowel Patterns aw, au, augh, al	Students will be able to demonstrate: -Fluency -Appropriate rate -Accuracy -Phrasing -Read with expression	Narrative Writing Contractions	afternoon, blame, idea, important, signmaker, townspeople	*See High Frequency Word Lists in Public Folders	Main Idea and Details/ Inferring	-Teacher Observation -Pearson Weekly Tests	*See Public Folders
2. Just Like Josh Gibson (Expository Text)	6. Traditions			Inflected		Narrative Writing Using Capital Letters	bases, cheers, field, plate, sailed, threw		Compare and Contrast/ Monitor and Clarify	-Weekly Spelling Assessments -Weekly Grammar Assessments	
3. Red, White and Blue: The Story of the American Flag (Informational Text)				Abbreviations		Narrative Writing Quotation Marks	America, birthday, flag, freedom, nicknames, stars, stripes		Author’s Purpose/ Summarize	-Unit Grammar Assessments	
4. Cowboys (Informational Text)				Suffixes –ness, -less, -able, -ible		Narrative Writing Commas	campfire, cattle, cowboy, galloped, herd, railroad, trails		Sequence/ Text Structure	-DIBELS DORF	
5. Grace for President (Realistic Fiction)				Prefixes mis-, mid-, micro-, non-		Narrative Writing Commas in Compound Sentences	assembly, election, microphone, rallies, slogan, speeches		Facts and Details/ Predict and Set Purpose		

Timeline		<p>Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade-appropriate irregularly spelled words.</p>	Phonics Skills Objectives		Writing/ Grammar Skills Objectives	High Frequency Words/ Vocabulary		Text-Based Comprehension Skills/ Strategies Objectives		
6. Birthday Basket for Tia (Realistic Fiction)		<hr/> <p>Writing/Grammar Standards covered: CC.1.4.2.B: Identify and introduce the topic. CC.1.4.2.G: Write opinion pieces on familiar topics or texts. Materials & Resources CC.1.4.2.H: Identify the topic and state an opinion. CC.1.4.2.I: Support the opinion with reasons that include details connected to the opinion. CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience. Materials & Resources CC.1.4.2.L:</p>	Final Syllables -tion, -ture, -ion		Narrative Writing Prepositions and Prepositional Phrases	aunt, bank, basket, collects, favorite, present		Draw Conclusions/ Questioning		

		<div>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. CC.1.4.2.Q: Choose words and phrases for effect Materials & Resources CC.1.4.2.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</div> <div>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing</div>								
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		<p>as needed by revising and editing.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Materials & Resources</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.</p> <p><u>Reading Informational Text/Literature</u></p> <p>Standards covered:</p> <p>CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why,</p>								
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		<p>and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p> <p>CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.</p> <p>CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>CC.1.2.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why,</p>								
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		<p>and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.F: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p> <p>CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.H: Compare and contrast two or more versions of the same story by different authors or from different culture.</p> <p>CC.1.3.2.J: Acquire</p>								
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		<p>and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.</p> <p><u>Speaking and Listening</u></p> <p>Standards covered:</p> <p>CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger group</p> <p>CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent</p>								
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		<p>sentences.</p> <p>CC.1.5.2.E: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CC.1.5.2.G: Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.</p>								
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