

**Grade 1 Reading and Language Arts**

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**Month**      **Content and Essential Questions**

- August 2006**
- A. Reading and Literature**
- A. What can we learn from print?
  - A. Why should we read aloud to children?
- B. Writing In Relation to Literature**
- B. Why should children write legibly?

**Skills**

- A. Reading and Literature**
- ☑ 1.1.10 Letter sounds
  - ☑ 1.1.11 Reading sight words
- B. Writing In Relation to Literature**
- ☑ 1.6.1 Handwriting
- C. Listening and Speaking**
- ☑ 1.7.1 Active Listening

**Lesson Examples and Assessments**

- Houghton Mifflin, Theme 1, All Together Now**
- Big Book
  - Teacher Read Alouds
  - Sorting Games, Chants, Movement Activities, Pocket Chart Activities using:
  - Picture Cards
  - Letter Cards
  - Word Cards
  - Rhyme Charts
  - Tear and Take Stories
  - Handwriting Practice
  - Story Retelling
- Assessments**
- Observation Survey
  - Handwriting Samples
  - Writing (Composition) Samples

**September 2006**

- A. Reading and Literature**
- A. How can students build vocabulary and fluency?
  - A. Why is decoding important to have as a reading strategy?

- A. Reading and Literature**
- ☑ Match oral words to printed words
  - ☑ Identify letters, words, and sentences
  - ☑ Capitals, punctuation in sentences
  - ☑ Beginning, middle, ending sounds
  - ☑ Create, state rhyming words
  - ☑ Blend 2 to 4 phonemes into words
  - ☑ Consonant blends, vowel patterns
  - ☑ Read common sight words
  - ☑ Classify categories of words
  - ☑ Identify title, author, etc.
  - ☑ Answer questions, discuss main idea
  - ☑ Identify plot, setting, characters
  - ☑ Describe author, illustrator
  - ☑ Spell sight, 3-4 letter words

**Houghton Mifflin/Theme 1, All Together Now**

- Big Books
  - Decodable Text
  - Main Story
  - Learning Stations
  - Leveled Readers
  - Large sound/spelling cards
  - Letter cards
  - Practice book
  - Blending routine cards
  - Picture cards
  - Blackline masters
  - Word Wall Cards
  - Magnetic letters
- Assessments**
- Observation Survey
  - Weekly Skills Tests
  - ISTEP + Aligned Theme Assessments

**Month**    **Content and Essential Questions****Skills****Lesson Examples and Assessments****Authentic Assessment**

Science Related- Animal Habitat collage, poster, and oral presentation, pgs. T29, T97, T169,

**October**  
**2006**

**A. Reading and Literature**

A. How can assessments help guide our instruction?

**A. Reading Literature**

- Match oral words to printed words
- Identify letters, words, and sentences
- Capitals, punctuation in sentences
- Beginning, middle, ending sounds
- Blend 2 to 4 phonemes into words
- Consonant blends, vowel patterns
- Read common sight words
- Classify categories of words
- Identify text with sequence
- Identify plot, setting, characters
- Capitalize first word, names, I
- Spell sight, 3-4 letter words

**Houghton Mifflin/ Theme 2 Surprise!**

- Big Books
- Decodable Text
- Main Story
- Learning Stations
- Leveled Readers
- Large sound/spelling cards
- Letter cards
- Practice book
- Black line masters
- Word Wall Cards
- Largesound/spelling cards
- Picture cards
- Large letter cards
- Interactive Writing
- story retelling
- responding to literature
- Guided Reading Groups
- Browsing boxes
- Daily message

**Assessments**

- Weekly Skills Tests
- ISTEP + Aligned Theme Assessments
- Reader's Theatre
- Running Records

**Authentic Assessment**

Cross-Curricular Activities T12-T13

**November**  
**2006**

**A. Reading and Literature**

A. How do we use running records to inform our instruction?

**A. Reading and Literature**

- Blending phonemes
- Letter sounds
- Sight words
- Strategies to self correct

**Houghton Mifflin Theme 3, Let's Look Around**

- Big Books
- Decodable Texts
- Main Story
- Learning Stations

**Month** **Content and Essential Questions**  
reading strategies?

**Skills**

- Reading word patterns
- Compound words, contractions
- Root words
- Classifying words
- Identifying title, author, etc
- Questions, main idea
- Confirming predictions
- Using prior knowledge
- Spelling sight words

**B. Listening and Speaking**

B. What are some ways to communicate orally and in writing?

**B. Listening and Speaking**

- Recite poems, rhymes, and stories
- Retell stories

**Lesson Examples and Assessments**

- Leveled Readers
- Letter Cards
- Practice Book
- Blackline Masters
- Word Wall Words
- Magnetic Letters
- Interactive Writing
- Story Retelling
- Responding to Literature
- Browsing Boxes
- Learning Stations
- Daily Messages
- Word Wall
- Partner Activities
- Graphic Organizers
- Independent Writing
- Guided Reading Groups

**Assessments**

- ISTEP+ Aligned Theme Assessments
- Weekly Skills Tests
- Running Records
- Readers Theatre
- Science- Plant seeds/record observations

**Authentic Assessment**

Social Studies- Create and complete a chart on being a friend

**Houghton Mifflin/Theme 4 Family and Friends**

- Big Books
- Decodable Text
- Main Story
- Learning Stations
- Leveled Readers
- Large sound/spelling cards
- Letter cards
- Practice book
- Blending Routine Cards
- Picture Cards

**December 2006**

**A. Reading and Literature**  
A. Why is it important to use balanced reading strategies?

**A. Reading and Literature**

- Blend 2 to 4 phonemes into words
- Consonant blends, vowel patterns
- Read common sight words
- Read common word patterns
- Compound words, contractions
- Classify categories of words
- Identify text with sequence
- Answer questions, discuss main idea
- Relate prior knowledge to reading
- Identify plot, setting, characters
- Describe author, illustrator roles

**Month**

**Content and Essential Questions**

- B. Writing in Relation to Literature
- B. What are some ways to communicate orally and in writing?

**Skills**

- B. Writing in Relation to Literature
- Write in complete sentences

**Lesson Examples and Assessments**

- Blackline Masters
- Word Wall Cards
- Shared Writing
- Interactive Writing
- Story retellings
- Responding to Literature
- Guided Reading Groups
- Browsing boxes
- Daily Message
- Assessments**
- Weekly Skills Tests
- ISTEP + Aligned Theme Assessments
- Reader's Theatre
- Running Records
- Cross-Curricular Activities T12-T13

**January 2007**

**A. Reading and Literature**

- A. How can reading comprehension be enhanced?
- A. What do good readers do?

**A. Reading and Literature**

- Write
- Vowel Sounds
- Blends/Vowel Patterns
- Self Correction Strategies
- Common Word Patterns
- Compound Words/Contractions
- Classifying Words
- Text With Sequence
- Questions/Main Idea
- One Step Directions
- Using Context
- Using Prior Knowledge

**B. Writing Applications**

- B. Why is it important to know how to write?

**B Writing Applications**

- Focus For Writing
- Organizing Writing
- Revising Writing
- Brief Narratives
- Writing For Purpose And Audience
- Legible Printing
- Writing Complete Sentences
- Endind Punctuation
- Capitalization

**Houghton Mifflin Theme 5, Home Sweet Home**

- Big Books
- Decodable Text
- Main Story
- Learning Stations
- Leveled Readers
- Large Sound/Spelling Cards
- Letter Cards
- Practice Book
- Picture Cards
- Blackline Masters
- Word Wall Cards
- Large Letter Cards
- Interactive Writing
- Story Retelling
- Responding to Literature
- Guided Reading Groups
- Browsing Boxes
- Daily Messages
- 100 Day Related Reading/Writing
- Assessments**
- Weekly Skills Test
- ISTEP+ Aligned Theme Assessments
- Running Records
- Practice Book

**Month****Content and Essential Questions****Skills****Lesson Examples and Assessments**

February  
2007

- A. Reading and Word Recognition**  
A. Why is decoding important to have as a reading strategy?

- A. Reading and Word Recognition**  
 Vowel sounds: one-syllable words  
 Letters represent vowel sounds  
 Create, state rhyming words  
 Consonant blends, vowel patterns  
 Read common sight words  
 Use strategies to self-correct  
 Digraphs, r-controlled vowels  
 Read common word patterns  
 Compound words, contractions  
 Classify categories of words

**B. Reading and Comprehension**

- B. Why is summarizing important to use as a comprehension strategy?

- B. Reading and Comprehension**  
 Identify title, author, etc..  
 Use context: word, sentence meaning  
 Use key words: confirm predictions  
 Relate prior knowledge to reading  
 Identify plot, setting, characters

**C. Writing Processes**

- C. Why is developing ideas for writing important?

- C. Writing Processes**  
 Discuss ideas, focus for writing  
 Use organization to plan writing  
 Revise writing for others to read

March  
2007

**A. Reading and Literature**

- A. How can reading help with problem solving?  
A. Why are decoding important to have as a reading strategy?

**A. Reading and Literature**

- A. Reading and Literature**  
 Vowel Sounds  
 Vowel Letters/Sounds  
 Changing Sounds To Change Words  
 Blends/Vowel Patterns  
 Sight Words  
 Self-Correction Strategies

**Authentic Assessment**

Cross-Curricular Activities T12 - T13  
Houghton Mifflin/Theme 6 Animal Adventures

Big Books  
Decodable Text  
Main Story  
Learning Stations  
Leveled Readers  
Large sound/spelling cards  
Letter cards  
Practice book  
Blending Routine Cards  
Picture Cards  
Blackline Masters  
Word Wall Cards  
Shared Writing  
Interactive Writing  
Story retellings  
Responding to Literature  
Guided Reading Groups  
Browsing boxes  
Daily Message

**Assessments**

Weekly Skills Tests  
ISTEP + Aligned Theme Assessments  
Reader's Theatre  
Running Records

**Authentic Assessments**

Cross-Curricular Activities T12-T13

**Houghton Mifflin Theme 7, We Can Work It Out**

Big Books  
Decodable Text  
Main Story  
Learning Stations  
Leveled Readers  
Large Sound/Spelling Cards

**Month**      **Content and Essential Questions**

**Skills**

**Lesson Examples and Assessments**

- Digraphs
- Compound Words/Contractions
- Classifying Words
- Identifying Text With Sequence
- Using Context
- Using Prior Knowledge
- Identifying Plot, Setting, Character

- Letter Cards
- Practice Book
- Picture Cards
- Blackline Masters
- Word Wall Cards
- Large Letter Cards
- Interactive Writing
- Story Retelling
- Responding to Literature
- Guided Reading Groups
- Browsing Boxes
- Daily Messages
- Read Across America Day Related Reading/Writing

**B. Writing in Relation to Literature**  
 B. How can writing help with problem solving?

- B. Writing in Relation to Literature**
- Focus For Writing
  - Organizing Writing
  - Revising Writing
  - Written Description Of Experiences
  - Legible Printing

- Assessments
- Weekly Skills Test
- ISTEP+ Aligned Theme Assessments
- Running Records
- Practice Book
- Cross-Curricular Activities T12 - T13
- Writing Samples

**April 2007**      **A. Reading and Word Recognition**  
 A. Why is it important to identify letters and words?

- A. Reading and Word Recognition**
- Letters represent vowel sounds
  - Add, delete sounds to change words
  - Consonant blends, vowel patterns
  - Read common sight words
  - Use strategies to self-correct
  - Digraphs, r-controlled vowels
  - Compound words, contractions
  - Root words, inflectional forms
  - Classify categories of words

**Houghton Mifflin/Theme 8 Our Earth**

- Big Books
- Decodable Text
- Main Story
- Learning Stations
- Leveled Readers
- Large sound/spelling cards
- Letter cards
- Practice book
- Blending Routine Cards
- Picture Cards
- Blackline Masters
- Word Wall Cards
- Shared Writing
- Interactive Writing
- Story retellings
- Responding to Literature
- Guided Reading Groups

**B. Reading and Comprehension**  
 B. Why is it important to categorize and classify information?

- B. Reading and Comprehension**
- Identify title, author, etc.
  - Identify text with sequence
  - Answer questions, discuss main idea
  - Use context: word, sentence meaning
  - Relate prior knowledge to reading

B. How does a teacher modeling reading fluently good for students' fluency?

**Month****Content and Essential Questions****Skills****Lesson Examples and Assessments**

Browsing boxes  
Daily Message

**Assessments**

Weekly Skills Tests  
ISTEP + Aligned Theme Assessments  
Reader's Theatre  
Running Records

May 2007

**A. Reading and Fluency**

A. What are some reading skills and strategies necessary to read fluently?

**A. Reading and Fluency**

- Vowel Sounds
- Changing Sounds To Change Words
- Consonant Blends/Vowel Patterns
- Sight Words
- Self Correction Strategies
- Digraphs
- Compound Words/Contractions
- Root Words
- Classifying Words

**B. Reading and Comprehension**

B. How can graphic organizers help comprehension?

**B. Reading and Comprehension**

- Identifying Sequential Texts
- Main Idea
- Using Context
- Relating Prior Knowledge
- Plot, Setting, Characters
- Organize and Classify Information
- Identify sources of information

**Authentic Assessment**

Cross-Curricular Activities T12-T13

**Houghton Mifflin Theme 9, Special Friends**

- Big Books
- Decodable Text
- Main Story
- Learning Stations
- Leveled Readers
- Large Sound/Spelling Cards
- Letter Cards
- Practice Book
- Picture Cards
- Blackline Masters
- Word Wall Cards
- Large Letter Cards
- Interactive Writing
- Story Retelling
- Responding to Literature
- Guided Reading Groups
- Browsing Boxes
- Daily Messages
- Graphic Organizers

**Assessments**

Weekly Skills Test  
ISTEP+ Aligned Theme Assessments  
Running Records  
Practice Book  
Writing Samples

**Month****Content and Essential Questions****Skills****Lesson Examples and Assessments****Authentic Assessments**

Cross-Curricular Activities T12 - T13

Write A Letter

Author's Tea

**June 2007****A. Reading and Literature**

- A. How do higher level thinking skills develop reading comprehension?
- A. How can decoding skills enable better reading?
- A. What reading strategies do good readers use?

**A. Reading and Literature**

- Vowel sounds: one-syllable words
- Add, delete sounds to change words
- Consonant blends, vowel patterns
- Read common sight words
- Use Strategies to self-correct
- Digraphs, r-controlled vowels
- Root words, inflectional forms
- Classify categories of words
- Answer questions, discuss main idea
- Use context: word, sentence meaning
- Use key words: confirm predictions
- Relate prior knowledge to reading
- Identify plot, setting, characters
- B. Writing in Relation to Literature**
- Write stories describing experience
- Use descriptive words when writing
- Write for purpose and audience
- Spell sight, 3-4 letter words

**B. Writing in Relation to Literature**

- B. What is the connection of writing to reading?

**C. Listening and Speaking**

- C. How can story retelling develop better comprehension?

**Houghton Mifflin/Theme10 We Can Do It!**

- Big Books
- Decodable Text
- Main Story
- Learning Stations
- Leveled Readers
- Large sound/spelling cards
- Letter cards
- Practice book
- Blending Routine Cards
- Picture Cards
- Blackline Masters
- Word Wall Cards
- Shared Writing
- Interactive Writing
- Story retellings
- Responding to Literature
- Guided Reading Groups
- Browsing boxes
- Daily Message

**Assessments**

- Weekly Skills Tests
- ISTEP + Aligned Theme Assessments
- Reader's Theatre
- Running Records
- Cross-Curricular Activities T12-T13
- Write a set of directions about something you know how to do.