

ELA Pacing Guide

Grade: 1st (Cervantes, Denning, Ellingsen, Keller, Klein, Peterson, Vavruska, West)

	Standards	Essential Question:	Foundational Essential Skills	Reading Workshop & Vocabulary Essential Skills	Writing Workshop Essential Skills	Assessments
<p><b>Module 1:</b> (Nice to Meet You)</p> <p>3 weeks</p> <p>*Begin Module 1</p>	<p><b>Essential:</b> <b>1.RF.1a,b</b> <b>1.RF.2 a, b, c, d</b> <b>1.RF.3 b, f, g</b> <b>1.RF.4 a, b, c</b> <b>1.RL.1</b> <b>1.RL.2</b> <b>1.RL.4</b> <b>1.RL.5</b> <b>1.RL.10 a, b</b> <b>1.RI.1</b> <b>1.RI.2</b> <b>1.RI.5</b> <b>1.L.1 a</b> <b>1.L.2 a, b</b> <b>1.W.10</b> <b>1.SL.2</b></p>	<p><b>Essential Question:</b> How can making new friends and learning new things help us?</p>	<p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"><li>• Blend Onset and Rime</li><li>• Segment Syllables, Onset/Rime</li><li>• Alliteration; Isolate Phonemes</li><li>• Blend Phonemes</li><li>• Segment Onset and Rime</li><li>• Alliteration; Segment Phonemes</li><li>• Segment Phonemes</li><li>• Isolate Phonemes: Identify Vowel</li></ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"><li>• Consonants m, s, t, b; Short a</li><li>• Consonants n, d, p, c /k/; Short a</li><li>• Consonants r, f, s /z/; Short i</li><li>• Inflection -s</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Short a</li><li>• Short i</li></ul> <p><b>High Frequency Words:</b> <b>Week 1:</b></p> <ul style="list-style-type: none"><li>• go, is, like, see, the, this, to, we</li><li>• <b>Decodable:</b> am, at</li></ul> <p><b>Week 2:</b></p> <ul style="list-style-type: none"><li>• a, first, good, had, he, I, my, was</li><li>• <b>Decodable:</b> an, can, man</li></ul> <p><b>Week 3:</b></p> <ul style="list-style-type: none"><li>• and, find, for, just, many, one, she, then</li></ul>	<p><b>Vocabulary:</b> <i>Power Words</i> <i>Generative Vocabulary</i></p> <ul style="list-style-type: none"><li>• Words About Feelings</li><li>• Inflection -ed</li></ul> <p><i>Vocabulary Strategy</i></p> <ul style="list-style-type: none"><li>• Classify and Categorize</li></ul> <p><b>Multiple Genres:</b> <i>Discuss Genre Characteristics</i></p> <ul style="list-style-type: none"><li>• Realistic Fiction</li><li>• Fantasy</li><li>• Narrative Nonfiction</li><li>• Informational Text</li><li>• Fairy Tale</li><li>• Song</li></ul> <p><b>Speaking and Listening:</b> Collaborative Conversations</p> <p><b>Comprehension:</b> <i>Use Metacognitive Skills</i></p> <ul style="list-style-type: none"><li>• Ask and Answer Questions</li><li>• Monitor and Clarify</li><li>• Make Inferences</li></ul> <p><i>Literary Elements/Author’s Purpose and Craft</i></p> <ul style="list-style-type: none"><li>• Story Structure</li><li>• Elements of Poetry</li><li>• Author’s Purpose</li><li>• Central Idea</li><li>• Characters</li></ul> <p><b>Response to Text:</b></p> <ul style="list-style-type: none"><li>• Interact with Sources</li><li>• Written Response</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Accuracy and Self-Correction</li><li>• Reading Rate</li><li>• Phrasing</li></ul>	<p><b>Writing Form:</b> Oral Story</p> <p><b>Focal Text:</b> <i>Ralph Tells a Story</i> by Abby Hanlon</p> <p><b>Grammar Mini Lessons:</b></p> <ul style="list-style-type: none"><li>• Common Nouns: People and Animals</li><li>• Common Nouns: Places and Things</li><li>• Action Verbs</li></ul>	<p><b>Summative:</b></p> <ul style="list-style-type: none"><li>• End of module assessment</li></ul> <p>Included in the end of module assessment:</p> <p>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b></p> <ul style="list-style-type: none"><li>• HMH weekly quizzes</li><li>• HMH Module Inventories (foundational skills only)</li><li>• HMH selection quizzes</li><li>• Leveled Readers</li><li>• Comprehension Quizzes</li><li>• Running Records</li><li>• 1:1 Observation Records</li><li>• Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher’s Guide</li></ul> <p><b>DRA</b> <b>Acadience</b> <b>NWEA</b></p>

			<ul style="list-style-type: none"> <li>● <b>Decodable:</b> as, if, in, is, it</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>● Letters, Words, and Sentences</li> <li>● Directionality</li> <li>● End Punctuation</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>● Accuracy and Self-Correction</li> <li>● Reading Rate</li> <li>● Phrasing</li> </ul>			
<b>Heggerty</b>  (Weeks 1-4)	<b>1.RF.2 b, c, d, e</b>		<ul style="list-style-type: none"> <li>● Rhyme Recognition1</li> <li>● Initial Phoneme Isolation1</li> <li>● Blending Syllables</li> <li>● Phoneme Isolation Final Sounds</li> <li>● Segmenting Into Syllables</li> <li>● Adding Syllables</li> <li>● Deleting Syllables</li> <li>● Substituting Initial Syllables</li> </ul>			
<b>Module 2</b> (My Family, My Community)  3 weeks	<b>Essential:</b> <b>1.RL.1</b> <b>1.RL.2</b> <b>1.RL.3</b> <b>1.RL.4</b> <b>1.RL.5</b> <b>1.RL.7</b> <b>1.RL.10 a, b</b> <b>1.RI.1</b> <b>1.RI.2</b> <b>1.RI.4</b> <b>1.RI.5</b> <b>1.RF.1 a, b</b> <b>1.RF.2 a, b, c, d</b> <b>1.RF.3 b, f, g</b> <b>1.RF.4 a, b, c</b> <b>1.W.5</b> <b>1.W.10</b> <b>1.SL.2</b> <b>1.L.1 a, b, f</b> <b>1.L.2 a, b, d</b> <b>1.L.5 a</b>	<b>Essential Question:</b> How does everyone in my family and community make them special?	<b>Phonological Awareness:</b> <ul style="list-style-type: none"> <li>● Blend Onset and Rime</li> <li>● Blend Phonemes</li> <li>● Segment Onset and Rime</li> <li>● Segment Phonemes</li> <li>● Alliteration; Isolate Phonemes</li> <li>● Isolate Phonemes</li> <li>● Isolate, Segment Phonemes</li> <li>● Isolate Phoneme: Identify Vowel</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>● Consonants g, k</li> <li>● Review Short a, i</li> <li>● Consonants l, h; Short o</li> <li>● Review Short a, i, o</li> <li>● Consonants w, j, y, v; Short u</li> <li>● Review Short i, o, u</li> </ul>	<b>Vocabulary:</b> <i>Power Words</i> <i>Generative Vocabulary</i> <i>Words About Places and Things</i>  <i>Vocabulary Strategy</i> <ul style="list-style-type: none"> <li>● Antonyms</li> </ul> <p><b>Multiple Genres:</b>  <i>Discuss Genre Characteristics</i> <ul style="list-style-type: none"> <li>● Opinion Writing</li> <li>● Informational Text</li> <li>● Realistic Fiction</li> <li>● Fantasy</li> <li>● Video</li> </ul> </p> <p><b>Speaking and Listening:</b>            Social Communication</p> <p><b>Comprehension:</b>  <i>Use Metacognitive Skills</i> <ul style="list-style-type: none"> <li>● Retell</li> <li>● Summarize</li> </ul> </p>	<b>Writing Form:</b> Descriptive Essay  <b>Focal Text:</b> <i>Nana in the City</i> by Lauren Castillo  <b>Grammar Mini Lessons:</b> <ul style="list-style-type: none"> <li>● Adjectives: Size and Shape; Articles</li> <li>● Adjectives: Color and Number</li> <li>● Complete Sentences</li> </ul>	<b>Summative:</b> <ul style="list-style-type: none"> <li>● End of module assessment</li> </ul> Included in the end of module assessment:  (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)  <b>Common Formative:</b> <ul style="list-style-type: none"> <li>● HMM weekly quizzes</li> <li>● HMM selection quizzes</li> <li>● HMM Module Inventory (Foundational Skills only)</li> <li>● Leveled Readers</li> <li>● Comprehension Quizzes</li> <li>● Running Records</li> <li>● 1:1 Observation Records</li> <li>● Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher's Guide</li> </ul> <p><b>DRA</b> <b>Acadience</b></p>

			<p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>• Short i</li><li>• Short o</li><li>• Short u</li></ul> <p><b>High Frequency Words:</b></p> <p><b>Week 1:</b></p> <ul style="list-style-type: none"><li>• are, buy, little, said, too, up, will, you</li><li>• <b>Decodable:</b> big, did, its, ran, sit</li></ul> <p><b>Week 2:</b></p> <ul style="list-style-type: none"><li>• do, live (verb), of, our, wants, what, with, your</li><li>• <b>Decodable:</b> got, had, has, him, his, not</li></ul> <p><b>Week 3:</b></p> <ul style="list-style-type: none"><li>• about, eat, how, make, out, put, takes, who</li><li>• <b>Decodable:</b> but, cut, on, run, up, us</li></ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"><li>• Words in Sentences</li><li>• Commas</li><li>• Quotation Marks</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Expression</li><li>• Intonation</li><li>• Accuracy and Self-Correction</li></ul>	<ul style="list-style-type: none"><li>• Make Connections</li><li>• Ask and Answer Questions</li></ul> <p><i>Literary Elements/Author's Purpose and Craft</i></p> <ul style="list-style-type: none"><li>• Ideas and Support</li><li>• Text Organization</li><li>• Setting</li><li>• Text Features</li><li>• Content-Area Words</li></ul> <p><b>Response to Text:</b></p> <ul style="list-style-type: none"><li>• Interact with Sources</li><li>• Written Response</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Expression</li><li>• Intonation</li><li>• Accuracy and Self-Correction</li></ul>		<b>NWEA</b>
<b>Heggerty</b>  (Weeks 5-9)	<b>1.RF.2 b, c, d, e</b>		<ul style="list-style-type: none"><li>• Rhyme Recognition</li><li>• Initial Phoneme Isolation</li><li>• Blending Phonemes</li><li>• Segmenting Phonemes</li><li>• Adding, Deleting and Substituting Initial Phonemes</li><li>• Phoneme Isolation of Medial Sounds</li></ul>			
<b>Module 3</b> (Amazing Animals)	<b>Essential:</b> <b>1.RF.1 a, b</b> <b>1.RF.2 a, b, c, d</b>	<b>Essential Question:</b> How do animals' bodies help them?	<b>Phonological Awareness:</b> <ul style="list-style-type: none"><li>• Blend Phonemes</li><li>• Isolate, Segment</li></ul>	<b>Vocabulary:</b> <i>Power Words</i> <i>Generative Vocabulary</i>	<b>Writing Form:</b> <ul style="list-style-type: none"><li>• Research Essay</li></ul>	<b>Summative:</b> <ul style="list-style-type: none"><li>• End of module assessment</li></ul> Included in the end of module assessment:

3 weeks	<b>1.RF.3 a, b, e, f, g</b> <b>1.RF.4 a, b, c</b> <b>1.RL.1</b> <b>1.RL.2</b> <b>1.RL.3</b> <b>1.RL.4</b> <b>1.RL.5</b> <b>1.RL.10 a, b</b> <b>1.RI.1</b> <b>1.RI.2</b> <b>1.RI.3</b> <b>1.RI.5</b> <b>1.RI.10 a, b</b> <b>1.L.1 a, b</b> <b>1.W.2</b> <b>1.W.5</b> <b>1.W.6</b> <b>1.W.7</b> <b>1.W.8</b> <b>1.W.10</b> <b>1.SL.1 c</b> <b>1.SL.2</b>		<p>Phonemes</p> <ul style="list-style-type: none"><li>Identify, Produce Rhyme</li><li>Isolate Phonemes: Identify Vowel</li><li>Alliteration: Digraphs</li></ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"><li>Consonants qu /kw/, x, z; Short e</li><li>Review Short e, i, o, u</li><li>Double Final Consonants</li><li>Consonants ck /k/</li><li>Consonant Digraph sh</li><li>Review s and sh</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>Short e</li><li>Double Final Consonants</li><li>Consonant Digraph sh</li></ul> <p><b>High Frequency Words:</b></p> <p><b>Week 1:</b></p> <ul style="list-style-type: none"><li>day, every, fly, have, look, made, they, write</li><li><b>Decodable:</b> get, let, red, six, ten, yes</li></ul> <p><b>Week 2:</b></p> <ul style="list-style-type: none"><li>all, down, four, from, her, now, saw, went</li><li><b>Decodable:</b> back, off, pick, tell, well, will</li></ul> <p><b>Week 3:</b></p> <ul style="list-style-type: none"><li>by, call, could, know, some, there, were, would</li><li><b>Decodable:</b> fish, hot, wish</li></ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"><li>Letters, Words, and Sentences</li><li>End Punctuation</li><li>Dialogue</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>Reading Rate</li></ul>	<p><i>Words About Time and Position</i></p> <ul style="list-style-type: none"><li>Inflection -ing</li></ul> <p><i>Vocabulary Strategy</i></p> <ul style="list-style-type: none"><li>Synonyms</li></ul> <p><b>Multiple Genres:</b></p> <p><i>Discuss Genre Characteristics</i></p> <ul style="list-style-type: none"><li>Informational Text</li><li>Realistic Fiction</li><li>Folktales</li><li>Narrative Nonfiction</li><li>Fantasy</li><li>Procedural Text</li><li>Video</li></ul> <p><b>Speaking and Listening:</b></p> <p>Ask and answer questions</p> <p><b>Comprehension:</b></p> <p><i>Use Metacognitive Skills</i></p> <ul style="list-style-type: none"><li>Ask and Answer Questions</li><li>Create Mental Images</li><li>Monitor and Clarify</li><li>Summarize</li></ul> <p><i>Literary Elements/Author's Purpose and Craft</i></p> <ul style="list-style-type: none"><li>Text Features</li><li>Story Structure</li><li>Text Organization</li><li>Point of View</li><li>Chronological Order</li></ul> <p><b>Response to Text:</b></p> <ul style="list-style-type: none"><li>Interact with Sources</li><li>Written Response</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>Reading Rate</li><li>Expression</li><li>Phrasing</li></ul>	<p><b>Focal Text:</b></p> <p><i>Giraffes</i> by Kate Riggs</p> <p><b>Grammar Mini Lessons:</b></p> <ul style="list-style-type: none"><li>Sentence Parts</li><li>Statements</li><li>Singular and Plural Noun</li></ul>	<p>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b></p> <ul style="list-style-type: none"><li>HMH weekly quizzes</li><li>HMH Module Inventories (foundational skills only)</li><li>HMH selection quizzes</li><li>Leveled Readers</li><li>Comprehension Quizzes</li><li>Running Records</li><li>1:1 Observation Records</li><li>Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher's Guide</li></ul> <p><b>DRA</b> <b>Acadience</b> <b>NWEA</b></p>
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			<ul style="list-style-type: none"><li>• Expression</li><li>• Phrasing</li></ul>			
<b>Heggerty</b>  (Weeks 9-12)	<b>1.RF.2 b, c, d, e</b>		<ul style="list-style-type: none"><li>• Adding, Deleting and Substituting Initial Phonemes1</li><li>• Phoneme Isolation of Medial Sounds1</li><li>• Segmenting Phonemes1</li><li>• Blending Phonemes1</li></ul>			
<b>Module 4</b> (Better Together)  3 weeks	<b>Essential:</b> <b>1.RF.1 b</b> <b>1.RF.2 a, b, c, d</b> <b>1.RF.3 a, b, e, f, g</b> <b>1.RF.4 a, b, c</b> <b>1.RL.1</b> <b>1.RL.2</b> <b>1.RL.3</b> <b>1.RL.4</b> <b>1.RL.5</b> <b>1.RL.6</b> <b>1.RL.7</b> <b>1.RL.10 a, b</b> <b>1.RI.1</b> <b>1.RI.2</b> <b>1.RI.3</b> <b>1.RI.4</b> <b>1.RI.5</b> <b>1.RI.7</b> <b>1.RI.10 a, b</b> <b>1.L.1 b, i</b> <b>1.L.2 a, b, d</b> <b>1.L.4 a, b, c</b> <b>1.W.5</b> <b>1.W.10</b> <b>1.SL.1 c</b> <b>1.SL.2</b> <b>1.SL.4</b>	<b>Essential Question:</b> Why is it important to do my best and get along with others?	<b>Phonological Awareness:</b> <ul style="list-style-type: none"><li>• Alliteration: Digraphs</li><li>• Blend Phonemes</li><li>• Segment Phonemes</li><li>• Manipulate Phonemes: Change</li><li>• Segment, Count Phonemes</li><li>• Manipulate Phonemes: Add, Change</li></ul> <b>Phonics:</b> <ul style="list-style-type: none"><li>• Consonant Digraph ch</li><li>• Review ch and sh</li><li>• Consonant Digraph th, wh; Trigraph -tch</li><li>• Inflections -s, -es</li><li>• Initial Blends with s</li><li>• Review sh, th, st</li></ul> <b>Spelling:</b> <ul style="list-style-type: none"><li>• Consonant Digraph ch</li><li>• Consonant Digraph th, wh</li><li>• Initial Blends with s</li></ul> <b>High Frequency Words:</b> <b>Week 1:</b> <ul style="list-style-type: none"><li>• be, here, me, play, started, today, use, very</li><li>• <b>Decodable:</b> much, such</li></ul> <b>Week 2:</b> <ul style="list-style-type: none"><li>• jump, right, say, their, walk, way, where, why</li><li>• <b>Decodable:</b> that, them, then, this, when, which</li></ul>	<b>Vocabulary:</b> <i>Power Words</i> <i>Generative Vocabulary</i> <ul style="list-style-type: none"><li>• Compound Words</li><li>• Suffixes -er, -est</li></ul> <i>Vocabulary Strategy</i> <ul style="list-style-type: none"><li>• Context Clues</li></ul> <b>Multiple Genres:</b> <i>Discuss Genre Characteristics</i> <ul style="list-style-type: none"><li>• Opinion Writing</li><li>• Informational Text</li><li>• Biography</li><li>• Fantasy</li><li>• Folktale</li><li>• Video</li></ul> <b>Speaking and Listening:</b> Give and Follow Instructions  <b>Comprehension:</b> <i>Use Metacognitive Skills</i> <ul style="list-style-type: none"><li>• Evaluate</li><li>• Synthesize</li><li>• Retell</li><li>• Make Connections</li></ul> <i>Literary Elements/Author's Purpose and Craft</i> <ul style="list-style-type: none"><li>• Ideas and Support</li><li>• Central Idea</li><li>• Point of View</li><li>• Text Features</li><li>• Characters</li><li>• Theme</li></ul> <b>Response to Text:</b>	<b>Writing Form:</b> Procedural Text  <b>Focal Text:</b> <i>Do Unto Otters</i> by Laurie Keller  <b>Grammar Mini Lessons:</b> <ul style="list-style-type: none"><li>• Prepositions and Prepositional Phrases</li><li>• Proper Nouns</li><li>• Commands</li></ul>	<b>Summative:</b> <ul style="list-style-type: none"><li>• End of module assessment</li></ul> Included in the end of module assessment:  (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)  <b>Common Formative:</b> <ul style="list-style-type: none"><li>• HMH weekly quizzes</li><li>• HMH Module Inventories (foundational skills only)</li><li>• HMH selection quizzes</li><li>• Leveled Readers</li><li>• Comprehension Quizzes</li><li>• Running Records</li><li>• 1:1 Observation Records</li><li>• Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher's Guide</li></ul> <b>DRA</b> <b>Acadience</b> <b>NWEA</b>

			<p><b>Week 3:</b></p> <ul style="list-style-type: none"><li>• after, before, does, don't, grow, into, no, wash</li><li>• <b>Decodable:</b> spell, still, stop, than, with</li></ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"><li>• Words in Sentences</li><li>• Directionality</li><li>• Capitalization</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Intonation</li><li>• Accuracy and Self-Correction</li><li>• Reading Rate</li></ul>	<ul style="list-style-type: none"><li>• Interact with Sources</li><li>• Written Response</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Intonation</li><li>• Accuracy and Self-Correction</li><li>• Reading Rate</li></ul>		
<b>Heggerty</b>  (Weeks 13-16)	<b>1.RF.2 b, c, d, e</b>		<ul style="list-style-type: none"><li>• Adding, Deleting and Substituting Initial Phonemes</li><li>• Phoneme Isolation of Medial Sounds</li><li>• Segmenting Phonemes</li><li>• Blending Phonemes</li><li>• Phoneme Isolation</li><li>• Adding, Deleting, and Substituting Final Phonemes</li></ul>			
<b>Module 5</b> (Now You See It, Now You Don't)  3 weeks	<p><b>Essential:</b></p> <p><b>1.RF.1 b</b></p> <p><b>1.RF.2 a, b, c, d</b></p> <p><b>1.RF.3 a, b, e, f, g</b></p> <p><b>1.RF.4 a, b, c</b></p> <p><b>1.RL.1</b></p> <p><b>1.RL.2</b></p> <p><b>1.RL.3</b></p> <p><b>1.RL.4</b></p> <p><b>1.RL.5</b></p> <p><b>1.RL.7</b></p> <p><b>1.RL.10 a, b</b></p> <p><b>1.RI.1</b></p> <p><b>1.RI.2</b></p> <p><b>1.RI.4</b></p> <p><b>1.RI.5</b></p> <p><b>1.RI.6</b></p> <p><b>1.RI.7</b></p> <p><b>1.RI.8</b></p>	<p><b>Essential Question:</b></p> <p>Why do light and dark come and go?</p>	<p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"><li>• Blend Phonemes</li><li>• Manipulate Phonemes: Add</li><li>• Segment, Count Phonemes</li><li>• Manipulate Phonemes: Delete</li><li>• Manipulate Phonemes: Change</li></ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"><li>• Initial Blends with l</li><li>• Review st, sl, fl, cl</li><li>• Initial Blends with r</li><li>• Compound Words</li><li>• Final Blends</li><li>• Inflection -ed</li></ul>	<p><b>Vocabulary:</b></p> <p><i>Power Words</i></p> <p><i>Generative Vocabulary</i></p> <p>Suffixes -er, -est</p> <p>Inflection -s</p> <p>Suffixes -y, -ful</p> <p>Vocabulary Strategy</p> <ul style="list-style-type: none"><li>• Reference Sources</li></ul> <p><b>Multiple Genres:</b></p> <p><i>Discuss Genre Characteristics</i></p> <ul style="list-style-type: none"><li>• Informational Text</li><li>• Realistic Fiction</li><li>• Opinion Writing</li><li>• Narrative Nonfiction</li><li>• Fantasy</li><li>• Song</li></ul>	<p><b>Writing Form:</b></p> <p>Imaginative Story</p> <p><b>Focal Text:</b></p> <p><i>Why the Sun and the Moon Live in the Sky</i></p> <p>by Elphinstone Dayrell</p> <p><b>Grammar Mini Lessons:</b></p> <ul style="list-style-type: none"><li>• Subjects and Verbs</li><li>• Verbs and Time</li><li>• The Verb Be</li></ul>	<p><b>Middle of the Year: MOY Assessments</b></p> <p><b>Summative:</b></p> <ul style="list-style-type: none"><li>• End of module assessment</li></ul> <p>Included in the end of module assessment:</p> <p>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b></p> <ul style="list-style-type: none"><li>• HMH weekly quizzes</li><li>• HMH Module Inventories (foundational skills only)</li><li>• HMH selection quizzes</li><li>• Leveled Readers</li><li>• Comprehension Quizzes</li><li>• Running Records</li></ul>



	<b>1.RI.10 a, b</b> <b>1.L.1 i</b> <b>1.L.2 a, b, d</b> <b>1.L.4 a, b, c</b> <b>1.L.5. a,b,c</b> <b>1.W.5</b> <b>1.W.10</b> <b>1.SL.1 a, c</b> <b>1.SL.2</b> <b>1.SL.4</b>		<b>Spelling:</b> <ul style="list-style-type: none"><li>Initial Blends with l</li><li>Initial Blends with r</li><li>Final Blends</li></ul> <b>High Frequency Words:</b> <b>Week 1:</b> <ul style="list-style-type: none"><li>around, came, come, found, other, people, two, worked</li><li><b>Decodable:</b> black</li></ul> <b>Week 2:</b> <ul style="list-style-type: none"><li>again, away, because, cold, fall, full, or, pretty</li></ul> <b>Week 3:</b> <ul style="list-style-type: none"><li>any, done, laugh, long, more, pull, teacher, think</li><li><b>Decodable:</b> and, ask, best, fast, jump, just</li></ul> <b>Concepts of Print:</b> <ul style="list-style-type: none"><li>Directionality</li><li>Commas</li><li>Letters, Words, and Sentences</li></ul> <b>Fluency:</b> <ul style="list-style-type: none"><li>Expression</li><li>Phrasing</li><li>Innovation</li></ul>	<b>Speaking and Listening:</b> <b>N/A</b>  <b>Comprehension:</b> Use Metacognitive Skills <ul style="list-style-type: none"><li>Make Inferences</li><li>Make and Confirm Predictions</li><li>Make Connections</li></ul> Literary Elements/Author's Purpose and Craft <ul style="list-style-type: none"><li>Text Features</li><li>Story Structure</li><li>Ideas and Support</li><li>Central Idea</li><li>Theme</li></ul> <b>Response to Text:</b> <ul style="list-style-type: none"><li>Interact with Sources</li><li>Written Response</li></ul> <b>Fluency:</b> <ul style="list-style-type: none"><li>Expression</li><li>Phrasing</li><li>Intonation</li></ul>		<ul style="list-style-type: none"><li>1:1 Observation Records</li><li>Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher's Guide</li></ul> <b>DRA</b> <b>Acadience</b> <b>NWEA</b>
<b>Heggerty</b>  (Weeks 17-20)	<b>1.RF.2 b, c, d, e</b>		<ul style="list-style-type: none"><li>Phoneme Isolation of Medial Sounds</li><li>Segmenting Phonemes</li><li>Blending Phonemes</li><li>Adding, Deleting, and Substituting Final Phonemes</li><li>Adding and Deleting Phonemes within Words</li><li>Substituting Vowels</li></ul>			
<b>Module 6</b> (Celebrate America)	<b>Essential:</b> <b>1.RF.1 b</b> <b>1.RF.2 a, b, c, d</b> <b>1.RF.3 b, c, g</b>	<b>Essential Question:</b>  What do holidays and symbols tell about our	<b>Phonological Awareness:</b> <ul style="list-style-type: none"><li>Blend Phonemes</li><li>Isolate Phonemes: Identify Vowel</li></ul>	<b>Vocabulary:</b> <i>Power Words</i> <i>Generative Vocabulary</i> <ul style="list-style-type: none"><li>Suffixes -y, -ful</li></ul>	<b>Writing Form:</b> Personal Narrative  <b>Focal Text:</b>	<b>Summative:</b> <ul style="list-style-type: none"><li>End of module assessment</li></ul> Included in the end of module assessment:  (Foundational Skills,

3 weeks	<b>1.RF.4 a, b, c</b> <b>1.RL.3</b> <b>1.RL.4</b> <b>1.RL.5</b> <b>1.RL.6</b> <b>1.RL.7</b> <b>1.RL.10 a, b</b> <b>1.RI.2</b> <b>1.RI.3</b> <b>1.RI.4</b> <b>1.RI.5</b> <b>1.RI.6</b> <b>1.RI.7</b> <b>1.RI.8</b> <b>1.RI.10 a, b</b> <b>1.L.1 a, j</b> <b>1.L.2 a, b, c, d</b> <b>1.L.4 a, b, c</b> <b>1.L.5 a</b> <b>1.W.3 a, b, c</b> <b>1.W.10</b> <b>1.SL.1 a, c</b> <b>1.SL.2</b> <b>1.SL.3</b> <b>1.SL.4</b>	country?	<ul style="list-style-type: none"><li>• Segment Phonemes</li><li>• Identify, Produce Rhyme</li><li>• Manipulate Phonemes: Delete</li></ul> <p><b>Phonics:</b> Long e, i, o (CV) Possessives with 's Long a (VCe) Soft c Long i, o (VCe) Silent Letters (kn, wr)</p> <p><b>Spelling:</b> CV Pattern; Question Words Long a (VCe) Long i, o (VCe)</p> <p><b>High Frequency Words:</b> <b>Week 1:</b></p> <ul style="list-style-type: none"><li>• another, gave, house, over, own, read, water, white</li><li>• <b>Decodable:</b> be, he, into, me, she, so</li></ul> <p><b>Week 2:</b></p> <ul style="list-style-type: none"><li>• always, began, better, gives, hurt, shall, should, things</li><li>• <b>Decodable:</b> ate, came, gave, made, make, place</li></ul> <p><b>Concepts of Print:</b> Words in Sentences Capitalization Dialogue</p> <p><b>Fluency:</b> Accuracy and Self-Correction Reading Rate Expression</p>	<ul style="list-style-type: none"><li>• Suffixes -less, -ful</li><li>• Words About Actions</li></ul> <p>Vocabulary Strategy Multiple-Meaning Words</p> <p><b>Multiple Genres:</b> <i>Discuss Genre Characteristics</i></p> <ul style="list-style-type: none"><li>• Informational Text</li><li>• Song</li><li>• Drama</li><li>• Realistic Fiction</li><li>• Opinion Writing</li><li>• Narrative Nonfiction</li><li>• Poetry</li></ul> <p><b>Speaking and Listening:</b> <b>N/A</b></p> <p><b>Comprehension:</b> <i>Use Metacognitive Skills</i></p> <ul style="list-style-type: none"><li>• Make and Confirm Predictions</li><li>• Evaluate</li><li>• Make Connections</li><li>• Create Mental Images</li></ul> <p><i>Literary Elements/Author's Purpose and Craft</i></p> <ul style="list-style-type: none"><li>• Text Features</li><li>• Elements of Poetry</li><li>• Elements of Drama</li><li>• Point of View</li><li>• Ideas and Support</li><li>• Text Organization</li><li>• Story Structure</li></ul> <p><b>Response to Text:</b></p> <ul style="list-style-type: none"><li>• Interact with Sources</li><li>• Written Response</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Accuracy and Self-Correction</li><li>• Reading Rate</li><li>• Expression</li></ul>	<p><i>The Thanksgiving Door</i> by Debby Atwel</p> <p><b>Grammar Mini Lessons:</b></p> <ul style="list-style-type: none"><li>• Questions</li><li>• Compound Sentences</li><li>• Names of Months, Days, and Holidays</li></ul>	<p>Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b></p> <ul style="list-style-type: none"><li>• HMH weekly quizzes</li><li>• HMH Module Inventories (foundational skills only)</li><li>• HMH selection quizzes</li><li>• Leveled Readers</li><li>• Comprehension Quizzes</li><li>• Running Records</li><li>• 1:1 Observation Records</li><li>• Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher's Guide</li></ul> <p><b>DRA</b> <b>Acadience</b> <b>NWEA</b></p>
<b>Heggerty</b> (Weeks 21-24)	<b>1.RF.2 a, b, d, e</b>		<ul style="list-style-type: none"><li>• Segmenting a Word into Phonemes</li><li>• Blending Phonemes</li></ul>			



			<ul style="list-style-type: none"><li>• Adding and Deleting Phonemes within Words</li><li>• Substituting Vowels</li><li>• Substituting Phonemes within Words</li><li>• Phoneme- Grapheme Connection</li><li>• Alphabet Knowledge</li></ul>			
<b>Module 7</b> (The Big Outdoors)  3 weeks	<b>Essential:</b> <b>1.RF.1 b</b> <b>1.RF.2 a, b, d</b> <b>1.RF.3 b, c, g</b> <b>1.RF.4 a, b, c</b> <b>1.RL.2</b> <b>1.RL.3</b> <b>1.RL.6</b> <b>1.RL.7</b> <b>1.RL.10 a, b</b> <b>1.RI.3</b> <b>1.RI.4</b> <b>1.RI.6</b> <b>1.RI.7</b> <b>1.RI.8</b> <b>1.RI.10 a, b</b> <b>1.L.1 a, d, j</b> <b>1.L.2 a, b, d, e</b> <b>1.L.4 a, c</b> <b>1.L.5 a</b> <b>1.W.1 a, b, c</b> <b>1.W.3 b, c</b> <b>1.W.10</b> <b>1.SL.1 a, b, c</b> <b>1.SL.2</b> <b>1.SL.4</b> <b>1.SL.6</b>	<b>Essential Question:</b> How do things in nature change?	<b>Phonological Awareness:</b> <ul style="list-style-type: none"><li>• Blend Phonemes</li><li>• Manipulate Phonemes: Change</li><li>• Segment Phonemes</li><li>• Identify, Produce Rhyme</li><li>• Produce Rhyme</li></ul> <b>Phonics:</b> <ul style="list-style-type: none"><li>• Long u, e (VCe)</li><li>• Soft g (g, dge)</li><li>• Long e (ea, ee)</li><li>• Short e (ea)</li><li>• Long a (ai, ay)</li><li>• Contractions with 'm, 's, n't, 'l</li></ul> <b>Spelling:</b> <ul style="list-style-type: none"><li>• Long u; VCe Pattern</li><li>• Long e Patterns</li><li>• Long a Vowel Teams</li></ul> <b>High Frequency Words:</b> <b>Week 1:</b> <ul style="list-style-type: none"><li>• animal, heads, keep, let's, point, something, voice, won't</li><li>• <b>Decodable:</b> five, must, these, those, use, write</li></ul> <b>Week 2:</b> <ul style="list-style-type: none"><li>• below, far, hear, hold, old, only, open, round</li><li>• <b>Decodable:</b> clean, green, head, please, read, see</li></ul>	<b>Vocabulary:</b> <i>Power Words</i> <i>Generative Vocabulary</i> <ul style="list-style-type: none"><li>• Words About Feelings and Beliefs</li><li>• Suffix -less</li><li>• Words About Places and Things</li></ul> Vocabulary Strategy <ul style="list-style-type: none"><li>• Shades of Meaning</li></ul> <b>Multiple Genres:</b> Discuss Genre Characteristics <ul style="list-style-type: none"><li>• Opinion Writing</li><li>• Informational Text</li><li>• Fantasy</li><li>• Realistic Fiction</li><li>• Procedural Text</li><li>• Narrative Nonfiction</li><li>• Song</li></ul> <b>Speaking and Listening:</b> N/A  <b>Comprehension:</b> <ul style="list-style-type: none"><li>• Interact with Sources</li><li>• Written Response</li></ul> <b>Response to Text:</b> <ul style="list-style-type: none"><li>• Intonation</li><li>• Phrasing</li><li>• Accuracy and Self-Correction</li></ul> <b>Fluency:</b> <ul style="list-style-type: none"><li>• Intonation</li><li>• Phrasing</li><li>• Accuracy and Self-Correction</li></ul>	<b>Writing Form:</b> Poem  <b>Focal Text:</b> <i>Ask Me</i> by Bernard Waber  <b>Grammar Mini Lessons:</b> <ul style="list-style-type: none"><li>• Future Tense</li><li>• Subject Pronouns</li><li>• The Pronouns I and Me</li></ul>	<b>Summative:</b> <ul style="list-style-type: none"><li>• End of module assessment</li></ul> Included in the end of module assessment:  (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)  <b>Common Formative:</b> <ul style="list-style-type: none"><li>• HMH weekly quizzes</li><li>• HMH Module Inventories (foundational skills only)</li><li>• HMH selection quizzes</li><li>• Leveled Readers</li><li>• Comprehension Quizzes</li><li>• Running Records</li><li>• 1:1 Observation Records</li><li>• Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher's Guide</li></ul> <b>DRA</b> <b>Acadience</b> <b>NWEA</b>

			<p><b>Week 3:</b></p> <ul style="list-style-type: none"><li>• air, different, drink, enough, never, small, through, under</li><li>• <b>Decodable:</b> day, don't, may, play, say, way</li></ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"><li>• Words in Sentences</li><li>• Directionality</li><li>• End Punctuation</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Intonation</li><li>• Phrasing</li><li>• Accuracy and Self-Correction</li></ul>			
<p><b>Heggerty</b></p> <p>(Weeks 25-28)</p>	<p><b>1.RF.2 b, d, e</b></p>		<ul style="list-style-type: none"><li>• Segmenting a Word into Phonemes</li><li>• Blending Phonemes</li><li>• Adding and Deleting Phonemes within Words</li><li>• Substituting Initial Phonemes</li><li>• Blending Syllables</li><li>• Segmenting a Word into Syllables</li><li>• Adding/ Deleting/ Substituting Final Phonemes</li><li>• Phoneme- Grapheme Connection</li></ul>			
<p><b>Module 8</b></p> <p>(Tell Me a Story)</p> <p>3 weeks</p>	<p><b>Essential:</b></p> <p><b>1.RF.1 b</b></p> <p><b>1.RF.2 a, b, d</b></p> <p><b>1.RF.3 b, c, e, f, g</b></p> <p><b>1.RF.4 a, b, c</b></p> <p><b>1.RL.1</b></p> <p><b>1.RL.2</b></p> <p><b>1.RL.3</b></p> <p><b>1.RL.4</b></p> <p><b>1.RL.5</b></p> <p><b>1.RL.6</b></p> <p><b>1.RL.7</b></p> <p><b>1.RL.9</b></p> <p><b>1.RL.10 a, b</b></p> <p><b>1.RI.1</b></p>	<p><b>Essential Question:</b></p> <p>What lessons can we learn from stories?</p>	<p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"><li>• Blend Phonemes</li><li>• Isolate Phonemes: Identify Vowel</li><li>• Segment Phonemes</li><li>• Manipulate Phonemes: Add</li><li>• Manipulate Phonemes: Delete</li><li>• Manipulate Phonemes: Change</li><li>• Segment, Count Phonemes</li></ul> <p><b>Phonics:</b></p>	<p><b>Vocabulary:</b></p> <p><i>Power Words</i></p> <p><i>Reader's Vocabulary</i></p> <p><i>Generative Vocabulary</i></p> <ul style="list-style-type: none"><li>• Words About Actions and Directions</li><li>• Suffix -ly</li></ul> <p>Vocabulary Strategy</p> <ul style="list-style-type: none"><li>• Classify and Categorize</li></ul> <p><b>Multiple Genres:</b></p> <p>Discuss Genre Characteristics</p>	<p><b>Writing Form:</b></p> <p>Personal Narrative</p> <p><b>Focal Text:</b></p> <p><i>The Kissing Hand by Audrey Penn</i></p> <p><b>Grammar Mini Lessons:</b></p> <ul style="list-style-type: none"><li>• Possessive Pronouns</li><li>• Indefinite Pronouns</li><li>• Contractions</li></ul>	<p><b>Summative:</b></p> <ul style="list-style-type: none"><li>• End of module assessment</li></ul> <p>Included in the end of module assessment:</p> <p>(Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)</p> <p><b>Common Formative:</b></p> <ul style="list-style-type: none"><li>• HMH weekly quizzes</li><li>• HMH Module Inventories (foundational skills only)</li><li>• HMH selection quizzes</li><li>• Leveled Readers</li></ul>

	<p> <b>1.RI.2</b>  <b>1.RI.3</b>  <b>1.RI.4</b>  <b>1.RI.5</b>  <b>1.RI.6</b>  <b>1.RI.7</b>  <b>1.RI.8</b>  <b>1.RI.10 a, b</b>  <b>1.L.1 a, b, c, d, j</b>  <b>1.L.2 a, b, d, e, f</b>  <b>1.L.4 a, b, c</b>  <b>1.L.5 a, c</b>  <b>1.W.2</b>  <b>1.W.3 a, b, c, d</b>  <b>1.W.10</b>  <b>1.SL.1 a, b, c</b>  <b>1.SL.2</b>  <b>1.SL.4</b>  <b>1.SL.5</b>  <b>1.SL.6</b> </p>		<ul style="list-style-type: none"> <li>Long o (oa, ow)</li> <li>Long o, i (oe, ie)</li> <li>Long i (igh, y)</li> <li>Long i, o</li> <li>r-Controlled Vowel ar</li> <li>Two-Syllable Words</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Long o</li> <li>Long i Patterns</li> <li>r-Controlled Vowel ar</li> </ul> <p><b>High Frequency Words:</b></p> <p><b>Week 1:</b></p> <ul style="list-style-type: none"> <li>along, answer, children, going, mother, talk, upon, woman</li> <li><b>Decodable:</b> each, goes, grow, know, own</li> </ul> <p><b>Week 2:</b></p> <ul style="list-style-type: none"> <li>bring, eyes, family, girl, move, soon, together, warm</li> <li><b>Decodable:</b> by, cold, find, fly, hold, kind</li> </ul> <p><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>brown, few, funny, myself, new, once, thank, words</li> <li><b>Decodable:</b> car, far, hard, old, right, yellow</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>Capitalization</li> <li>Letters, Words, and Sentences</li> <li>Directionality</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>Reading Rate</li> <li>Expression</li> <li>Phrasing</li> </ul>	<ul style="list-style-type: none"> <li>Informational Text</li> <li>Folktale</li> <li>Fantasy</li> <li>Drama</li> <li>Fable</li> <li>Biography</li> <li>Video</li> </ul> <p><b>Speaking and Listening:</b> <b>N/A</b></p> <p><b>Comprehension:</b> Use Metacognitive Skills</p> <ul style="list-style-type: none"> <li>Create Mental Images</li> <li>Make Connections</li> <li>Make Inferences</li> <li>Synthesize</li> </ul> <p>Literary Elements/Author's Purpose and Craft</p> <ul style="list-style-type: none"> <li>Literary Elements/Author's Purpose and Craft</li> <li>Text Features</li> <li>Theme</li> <li>Characters</li> <li>Elements of Drama</li> <li>Setting</li> <li>Point of View</li> <li>Central Idea</li> </ul> <p><b>Response to Text:</b></p> <ul style="list-style-type: none"> <li>Interact with Sources</li> <li>Written Response</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>Reading Rate</li> <li>Expression</li> <li>Phrasing</li> </ul>		<ul style="list-style-type: none"> <li>Comprehension Quizzes</li> <li>Running Records</li> <li>1:1 Observation Records</li> <li>Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher's Guide</li> </ul> <p><b>DRA</b> <b>Acadience</b> <b>NWEA</b></p>
<p><b>Heggerty</b></p> <p>(Weeks 29-30)</p>	<p><b>1.RF.2 a, d, e</b></p>		<ul style="list-style-type: none"> <li>Segmenting a Word into Phonemes</li> <li>Adding and Deleting Phonemes within Words</li> </ul>			

Completed Heggerty			<ul style="list-style-type: none"><li>• Blending Syllables</li><li>• Segmenting a Word into Syllables</li><li>• Substituting Vowels</li></ul>			
<b>Module 9</b> (Grow, Plants, Grow!)	<b>Essential:</b> <b>1.RF.1 b</b> <b>1.RF.2 a</b> <b>1.RF.3 a, c, e, g</b> <b>1.RF.4 a, b, c</b> <b>1.RL.1</b> <b>1.RL.2</b> <b>1.RL.3</b> <b>1.RL.4</b> <b>1.RL.5</b> <b>1.RL.7</b> <b>1.RL.10 a, b</b> <b>1.RI.1</b> <b>1.RI.2</b> <b>1.RI.3</b> <b>1.RI.4</b> <b>1.RI.5</b> <b>1.RI.6</b> <b>1.RI.7</b> <b>1.RI.8</b> <b>1.RI.10 a, b</b> <b>1.L.1 a, b, c, d, f, j</b> <b>1.L.2 a, b, d, e, f</b> <b>1.L.4 a, b, c</b> <b>1.L.5 a, b, c</b> <b>1.L.6</b> <b>1.W.5</b> <b>1.W.10</b> <b>1.SL.1 a, b, c</b> <b>1.SL.2</b> <b>1.SL.3</b> <b>1.SL.4</b> <b>1.SL.5</b> <b>1.SL.6</b>	<b>Essential Question:</b> What do plants need to live and grow?	<b>Phonological Awareness:</b> <ul style="list-style-type: none"><li>• Segment, Count Syllables</li><li>• Segment, Count Phonemes</li><li>• Blend Phonemes</li><li>• Blend Syllables</li><li>• Add Syllables</li><li>• Delete Syllables</li></ul> <b>Phonics:</b> <ul style="list-style-type: none"><li>• r-Controlled Vowels or, ore</li><li>• r-Controlled Vowels er, ir, ur</li><li>• Two-Syllable Words</li><li>• Final Blends ng, nk;</li><li>• Inflection -ing</li><li>• Review inflections -s, -es</li></ul> <b>Spelling:</b> <ul style="list-style-type: none"><li>• r-Controlled Vowels or, ore</li><li>• r-Controlled Vowels er, ir, ur</li><li>• Final Blends; Inflections -s, -es</li></ul> <b>High Frequency Words:</b> <b>Week 1:</b> <ul style="list-style-type: none"><li>• almost, also, between, ever, food, really, sing, three</li><li>• <b>Decodable:</b> for, light, more, or, start, why</li></ul> <b>Week 2:</b> <ul style="list-style-type: none"><li>• boy, door, father, maybe, nearest, says, shouted, until</li><li>• <b>Decodable:</b> first, hand, her, hurt, next, went</li></ul> <b>Week 3:</b>	<b>Vocabulary:</b> <i>Power Words</i> <i>Reader's Vocabulary</i> <i>Generative Vocabulary</i> <ul style="list-style-type: none"><li>• Words About Places and Things</li><li>• Prefix un-</li></ul> Vocabulary Strategy <ul style="list-style-type: none"><li>• Reference Sources</li></ul> <b>Multiple Genres:</b> Discuss Genre Characteristics <ul style="list-style-type: none"><li>• Poetry</li><li>• Procedural Text</li><li>• Fantasy</li><li>• Folktale</li><li>• Informational Text</li><li>• Video</li></ul> <b>Speaking and Listening:</b> <b>N/A</b>  <b>Comprehension:</b> Use Metacognitive Skills <ul style="list-style-type: none"><li>• Evaluate</li><li>• Monitor and Clarify</li><li>• Retell</li><li>• Ask and Answer Questions</li></ul> Literary Elements/Author's Purpose and Craft <ul style="list-style-type: none"><li>• Elements of Poetry</li><li>• Text Organization</li><li>• Story Structure</li><li>• Text Features</li><li>• Chronological Order</li></ul> <b>Response to Text:</b> <ul style="list-style-type: none"><li>• Interact with Sources</li><li>• Written Response</li></ul> <b>Fluency:</b> <ul style="list-style-type: none"><li>• Intonation</li><li>• Accuracy and Self-Correction</li></ul>	<b>Writing Form:</b> Descriptive Essay  <b>Focal Text:</b> <i>One Bean</i> by Anne Rockwell  <b>Grammar Mini Lessons:</b> <ul style="list-style-type: none"><li>• Exclamations</li><li>• Kinds of Sentences</li><li>• Adjectives: The Senses</li></ul>	<b>End of Year Summative:</b> <ul style="list-style-type: none"><li>• End of module assessment</li></ul> Included in the end of module assessment:  (Foundational Skills, Generative Vocabulary, Vocabulary Strategies, Comprehension/Literary Analysis, Grammar, Writing)  <b>Common Formative:</b> <ul style="list-style-type: none"><li>• HMM weekly quizzes</li><li>• HMM Module Inventories (foundational skills only)</li><li>• HMM selection quizzes</li><li>• Leveled Readers</li><li>• Comprehension Quizzes</li><li>• Running Records</li><li>• 1:1 Observation Records</li><li>• Daily Lesson Checks and Correct &amp; Redirect opportunities in the Teacher's Guide</li></ul> <b>DRA</b> <b>Acadience</b> <b>NWEA</b>

			<ul style="list-style-type: none"> <li>above, blue, knew, number, push, sure, took, watch</li> <li><b>Decodable:</b> bring, drink, going, long, thank, thing</li> </ul> <p><b>Concepts of Print:</b></p> <ul style="list-style-type: none"> <li>Words in Sentences</li> <li>End Punctuation</li> <li>Letters, Words, and Sentence</li> </ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>Intonation</li> <li>Accuracy and Self-Correction</li> <li>Reading Rate</li> </ul>	<ul style="list-style-type: none"> <li>Reading Rate</li> </ul>		
Heggerty						
(No More Heggerty)						