

STRAND/BODY OF KNOWLEDGE: Language Arts/Reading/ESOL/ETO: Priority Skill and Objective

Unit 3 (Week 3): RWW: The Foolish, Timid Rabbit

Literature Anthology Main Selection: The Gingerbread Man

Literature Anthology Paired Selection: "Mother Goose Rhymes"

Date		
Week 22	Days 5	01/27/14- 01/ 31/14

Common Core State Standards	MCGRAW HILL INSTRUCTIONAL FOCUS	Objectives	Alignment to FAIR and SAT 10	INSTRUCTIONAL TOOLS
<p>LACC.1.L.1.1.e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>LACC.1.L.1.2.c Use commas in dates and to separate single words in a series</p> <p>LACC.1.L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words</p> <p>LACC.1.L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>LACC.1.L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>LACC.1.RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>LACC.1.RF.2.2.b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends</p> <p>LACC.1.RF.2.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>LACC.1.RF.2.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>LACC.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LACC.1.RF.3.3.b Decode regularly spelled one-syllable words.</p> <p>LACC.1.RF.3.3.f Read words with inflectional endings.</p> <p>LACC.1.RF.3.3.g Recognize and read grade-appropriate irregularly spelled words</p> <p>LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LACC.1.RF.4.4.b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>LACC.1.RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>LACC.1.RI.3.9 Identify basic similarities in and differences between two texts on the</p>	<p>Essential Question: <i>What is a folktale?</i></p> <p>Priority Skill: Plot: Cause and Effect</p> <p>Strategy: Make and Confirm Predictions</p> <p>Literary Element: Rhyme</p> <p>Focus:</p> <p>Introduce the Concept</p> <p>Reading/Writing Workshop Build Background, Tales Over Time</p> <p>Build the Concept</p> <p>Oral Language: Tales Over Time</p> <p>Extend the Concept</p> <p>Oral Language: Tales Over Time</p> <p>Listening Comprehension</p> <p>Literature Big Book Read the Literature Big Book: <i>Interrupting Chicken</i> Read the Interactive Read-Aloud Reread Literature Big Book</p> <p>Word Work</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). build background knowledge discuss the essential Question recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). develop concept understanding decode regularly spelled one-syllable words. identify and generate rhyming words use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. recognize and read grade-appropriate irregularly spelled words. understand folktale genre. ask and answer questions about key details in a text read aloud or information presented orally or through other media. develop oral language. discuss the Essential Question. use context to confirm or self-correct word recognition and understanding, rereading as necessary. segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). read words with inflectional endings. describe characters, settings 	<ul style="list-style-type: none"> LACC.1.RF.2.2c Isolate and pronounce the initial, medial vowels, and final sounds (Phonemes) in spoken single syllable words. LACC.1.RF.2.2d Segment spoken single syllable words into their complete sequence of individual sounds (phonemes). LACC.1.RF.3.3 Know and apply grade level phonics and word analysis skills in decoding words. LACC.1.RF.3.3b Decode regularly spelled one syllable words. LACC.1.RF.3.3c Know final –e and common vowel team conventions for representing long vowel sounds. LACC.1.RF.3.3g Recognize and read grade appropriate irregularly spelled words. LACC.1.RF.3.3f Read words with inflectional endings. LACC.1.RF.4.4 Read with sufficient accuracy and fluency to support 	<p>Core Text Book: <i>McGraw-Hill Reading Wonders TE</i> Pages: T156-T234B</p> <p>Word Work: Sound-Spelling Cards Handwriting Practice Spelling-Word Routine High-Frequency Word Routine Word-Building Cards Spelling Word Sort Spelling Word Families Fluency: Word Automaticity Phonemic Awareness, Phonics, and Structural Analysis Practice Visual Glossary</p> <p>Vocabulary: High-Frequency Word Cards Visual Vocabulary Cards Visual Glossary</p> <p>Listening Comprehension: Interactive Read-Aloud Cards Think Aloud Cloud</p> <p>Oral Language: Visual Vocabulary Cards Photo Cards</p> <p>Comprehension Skill:</p>

MIAMI-DADE COUNTY PUBLIC SCHOOLS
Instructional Focus Calendar

Grade Level or Course Title: Grade 1

Date	Common Core State Standards	Data Driven Standards	Activities	Assessment(s)	Strategies