

# Skills Overview

## Grade 1




# Strategies

- Phonics/Decoding
- Predict/Infer
- Monitor/Clarify
- Question
- Summarize
- Evaluate

### Back to School

Start off the year with a Kindergarten Review to review phonemic awareness and phonics skills and to introduce the reading strategies.

## Grade at a Glance

	Learning to Read			Word Work
	Phonemic Awareness; Phonics/Decoding	High-Frequency Words	Comprehension Skills and Strategies	Spelling
<p><b>Theme 1:</b> <b>All Together Now</b> <i>Friends do all kinds of things together.</i></p> 	<ul style="list-style-type: none"> <li>✓ Consonants <i>m, s, c, t, n, f, p, b, r, h, g</i></li> <li>✓ Short <i>a, i</i></li> <li>✓ Blending Short <i>a, i</i> Words</li> </ul> <p><b>Phonics Review:</b> Alphabet Review Words with <i>a, c, m, s, t</i> Words with Short <i>a</i></p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>go, on, the, and, here, jump, not, too, we, a, find, have, one, to, who</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Sequence of Events</li> <li>✓ Cause and Effect</li> <li>✓ Compare and Contrast</li> <li>• Noting Details</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Predict/Infer</li> <li>• Summarize</li> <li>• Evaluate</li> </ul>	<p>Words with <i>m, s, c, t, n, f, p, b, r, h, g, Short a, Short i</i></p>
<p><b>Theme 2:</b> <b>Surprise!</b> <i>Things don't always turn out the way you expect.</i></p> 	<ul style="list-style-type: none"> <li>✓ Consonants <i>d, w, l, x, y, k, v, qu, j, z</i></li> <li>✓ Short <i>o, e, u</i></li> <li>✓ Blending Short <i>o, Short e, Short u</i> Words</li> </ul> <p><b>Phonics Review:</b> Words with Short <i>i</i> Words with Short <i>o</i> Words with Short <i>e</i></p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>five, four, in, once, three, two, upon, what, do, for, I, is, me, my, said, you, are, away, does, he, live, pull, they, where</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Noting Details</li> <li>✓ Fantasy/Realism</li> <li>✓ Story Structure</li> <li>• Cause and Effect</li> <li>• Compare and Contrast</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Summarize</li> <li>• Question</li> <li>• Monitor/Clarify</li> </ul>	<p>Words with <i>d, w, l, x, y, k, v, qu, j, z, Short o, Short e, Short u</i></p>
<p><b>Theme 3:</b> <b>Let's Look Around!</b> <i>Interesting things happen in the world around us.</i></p> 	<ul style="list-style-type: none"> <li>✓ Double Final Consonants; Clusters with <i>r</i></li> <li>✓ Blending More Short <i>a, i</i> Words</li> <li>✓ Plurals with <i>s</i>; Verb Endings <i>-s, -ed, -ing</i>; Possessives with <i>'s</i>; Contractions with <i>'s</i></li> </ul> <p><b>Phonics Review:</b> Words with Short <i>u, Short a</i>; Double Final Consonants; Plurals with <i>s</i>; Short <i>i</i>, Verbs Ending with <i>-s, -ed, -ing</i>; Possessives with <i>'s</i></p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>animal, bird, cold, fall, flower, full, look, of, see, all, call, eat, every, first, never, paper, shall, why, also, blue, brown, color, funny, green, like, many, some</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Topic, Main Idea, Details/Summarizing</li> <li>• Story Structure</li> <li>• Fantasy/Realism</li> <li>✓ Making Predictions</li> <li>✓ Categorize and Classify</li> <li>• Noting Details</li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Question</li> <li>• Evaluate</li> <li>• Predict/Infer</li> </ul>	<ul style="list-style-type: none"> <li>✓ Short <i>a</i> and <i>i</i> Sounds</li> <li>✓ Consonant Clusters with <i>r</i></li> </ul>



### Spiral Review

Spiral Review lessons provide systematic review and practice of key skills and high-frequency words.

### Genre Study

For an in-depth study of a genre, use *Focus on Poetry, Plays, and Folktales*.

### Pacing

Each theme is designed to take approximately 3 weeks, depending on your students' needs.

### Multi-age Classroom

Themes are correlated to themes in grades above and below. See your Teacher's Edition.

Writing and Language				Centers
Vocabulary	Writing	Grammar, Usage, and Mechanics	Listening/ Speaking/Viewing	Cross-Curricular Content Area
Animal Names & Sounds Rhyming Words School Words Shape Words Words for Feelings	Independent Journal Writing Shared Writing: A Class Story Writing About Animals; Things We Do at School; Creating a New Ending Coached Writing	Capital and Lowercase Letters Beginning Sentences with Capital Letters Punctuation	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Compare and Contrast</li> <li>• Using Nonverbal Cues</li> <li>• Listening to a Story</li> <li>• Choral Reading</li> <li>• Singing Songs</li> </ul>	Phonics and Language Writing and Technology Creative Arts Science
Number Words Fun Things Opposites Foods Days of the Week Homographs	Independent Journal Writing Shared Writing: A Class Letter; A Class Message; A Diary Using Alliteration; Writing About Animals & Bugs Coached Writing	Capitalizing Names Word Order in Sentences Naming Words Action Words	<ul style="list-style-type: none"> <li>• Sharing Information</li> <li>• Compare and Contrast</li> <li>• Main Idea and Details</li> <li>• Conflict Resolution</li> <li>• Retell/Summarize</li> <li>• Reader's Theater</li> </ul>	Phonics and Language Writing and Technology Creative Arts Social Studies Math Science
Seasons of the Year Months of the Year Possessives Words that Describe Size Color Words Words That Show Position	Independent Journal Writing Shared Writing: A Class Description; A Persuasive Letter; A Class Story Writing About Favorite Seasons; Writing About Favorite Foods; Writing About Trips Coached Writing	<ul style="list-style-type: none"> <li>✔ What is a Sentence?</li> <li>✔ Naming Part of a Sentence</li> <li>✔ Action Part of a Sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering Information</li> <li>• Fact or Opinion?</li> <li>• Non-Verbal Cues</li> <li>• Retelling a Story</li> <li>• Main Idea and Details</li> </ul>	Phonics and Language Writing and Technology Creative Arts




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## Grade 1

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### Grade at a Glance

	Learning to Read			Word Work
	Phonemic Awareness; Phonics/Decoding	High-Frequency Words	Comprehension Skills and Strategies	Spelling
<p><b>Theme 4:</b> <b>Family and Friends</b> <i>Family and friends share good times.</i></p> 	<ul style="list-style-type: none"> <li>✓ Blending More Short o, Short e Words; Short u Words</li> <li>✓ Clusters with l, s; Triple Clusters</li> <li>Silent Letters in <i>kn, wr, gn</i></li> </ul> <p><b>Phonics Review:</b> Clusters with r; Contractions with 's Clusters with l; Words with Short o Clusters with s; Silent Consonants; Words with Short e</p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>children, come, family, father, love, mother, people, picture, your, friend, girl, know, play, read, she, sing, today, write, car, down, hear, hold, hurt, learn, their, walk, would</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Compare and Contrast</li> <li>✓ Sequence of Events</li> <li>✓ Drawing Conclusions               <ul style="list-style-type: none"> <li>• Categorize and Classify</li> <li>• Making Predictions</li> </ul> </li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Evaluate               <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Monitor/Clarify</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Short o, e, u Sounds</li> </ul>
<p><b>Theme 5:</b> <b>Home Sweet Home</b> <i>Everyone has a different kind of home.</i></p> 	<ul style="list-style-type: none"> <li>✓ Digraphs <i>sh, th, wh, ch, tch</i></li> <li>✓ Blending Long a, Long i Words (CVCe)</li> <li>✓ Final <i>nd, ng, nk</i></li> <li>✓ Contractions</li> </ul> <p><b>Phonics Review:</b> Short u; Triple Clusters Digraphs <i>sh, th, and wh</i>; Digraphs <i>ch</i> and <i>tch</i> Long a, Soft c and g; Final <i>nd, ng, nk</i></p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>grow, light, long, more, other, right, room, small, these, could, house, how, over, own, so, world, give, good, her, little, try, was, fly, our</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Compare and Contrast</li> <li>✓ Making Generalizations</li> <li>✓ Cause and Effect               <ul style="list-style-type: none"> <li>• Sequence of Events</li> <li>• Noting Details</li> </ul> </li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Monitor/Clarify               <ul style="list-style-type: none"> <li>• Question</li> <li>• Summarize</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Words Spelled with <i>sh, ch</i></li> <li>✓ Long a Sound; Long i Sound</li> </ul>
<p><b>Theme 6:</b> <b>Animal Adventures</b> <i>Real and imaginary animals have all kinds of adventures.</i></p> 	<ul style="list-style-type: none"> <li>✓ Blending Long o (CV, CVCe), Long u (CVCe), Long e (CV, CVCe) Words</li> <li>✓ Final Clusters <i>ft, lk, nt</i></li> <li>✓ Vowel Pairs <i>ee, ea, ai, ay</i></li> </ul> <p><b>Phonics Review:</b> Long i (CvCe); Contractions Long o (CV, CVCe), Long u (CVCe); Final Clusters <i>ft, lk, nt</i> Long e (CV, CVCe); Vowel Pairs <i>ee, ea</i></p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>morning, found, shout, by, out, show, climb, cow, table, now, door, there, through, horse, wall, been, far, forest, goes, hungry, soon, evening, near</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Story Structure</li> <li>✓ Noting Details</li> <li>✓ Making Predictions               <ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Making Generalizations</li> </ul> </li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Summarize               <ul style="list-style-type: none"> <li>• Question</li> <li>• Predict/Infer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Words with: Long o, Long e (e, ee, ea); ay</li> </ul>



### Genre Study

For an in-depth study of a genre, use *Focus on Poetry, Plays, and Folktales*.

### Pacing

Each theme is designed to take approximately 3 weeks, depending on your students' needs.

### Multi-age Classroom

Themes are correlated to themes in grades above and below. See your Teacher's Edition.





Writing and Language				Centers
Vocabulary	Writing	Grammar, Usage, and Mechanics	Listening/Speaking/Viewing	Cross-Curricular Content Area
Family Words Exclamatory Words Sensory Words Words and Symbols on Signs Question Words Noise Words	Independent Journal Writing Shared Writing: A Class Album; A Class Message; A Class Letter Writing Answers to Questions; Writing Sentences on a Topic; Writing Questions Coached Writing	<input checked="" type="checkbox"/> Is It a Sentence? <input checked="" type="checkbox"/> Telling Sentences <input checked="" type="checkbox"/> Asking Sentences	<ul style="list-style-type: none"> <li>• Compare and Contrast</li> <li>• Conversation</li> <li>• Retelling/Summarizing</li> <li>• Reader's Theater</li> <li>• Looking at Fine Art</li> <li>• Environmental Print</li> </ul>	Phonics and Language Writing and Technology Creative Arts Math Social Studies Science
Antonyms Size Words Social Studies Words State and Country Names Base Words with <i>-ing</i> Weather Words	Independent Journal Writing Shared Writing: An Alternate Ending; Class Letter; Class Paragraph <input checked="" type="checkbox"/> Writing Complete Sentences Writing a Journal Entry; Writing a Paragraph Developing Your Writing  <b>Reading Writing Workshop</b> Writing Process: Personal Narrative	<input checked="" type="checkbox"/> Exclamations <input checked="" type="checkbox"/> Which Kind of Sentence? <input checked="" type="checkbox"/> Using I or Me in Sentences	<ul style="list-style-type: none"> <li>• Visualizing</li> <li>• Conversation</li> <li>• Compare and Contrast</li> <li>• Gathering Information</li> <li>• Discussion</li> </ul>	Phonics and Language Writing and Technology Creative Arts Math Social Studies Science
Alphabetical Order Fruits and Vegetables Rhyming Words Expressions of Surprise Parts of the Body Animal Action Words	Independent Journal Writing Shared Writing: A Letter of Persuasion; A Class Story; A Summary <input checked="" type="checkbox"/> Answering a Comprehension Question Writing to Persuade; Writing a Summary Developing Your Writing  <b>Reading Writing Workshop</b> Writing Process: Description	<input checked="" type="checkbox"/> Naming Words for People and Animals <input checked="" type="checkbox"/> Naming Words for Things and Places <input checked="" type="checkbox"/> Naming Words for One or More	<ul style="list-style-type: none"> <li>• Listening for Enjoyment</li> <li>• Compare and Contrast</li> <li>• Retelling</li> <li>• Listening for Information</li> </ul>	Phonics and Language Writing and Technology Creative Arts Science Social Studies Math

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	Phonemic Awareness; Phonics/Decoding	High-Frequency Words	Comprehension Skills and Strategies	Spelling
<p><b>Theme 7:</b> <b>We Can Work It Out</b> Characters find unique ways to solve problems.</p> 	<ul style="list-style-type: none"> <li>✓ Vowel Pairs <i>oa, ow; oo, ew, ue, ou, /oo/</i></li> <li>✓ The <i>/oo/</i> Sound for <i>oo</i></li> <li>✓ Compound Words Long <i>i, (ie, igh)</i></li> </ul> <p><b>Phonics Review:</b> Vowel Pairs <i>ai, ay</i> Vowel Pairs <i>oa, ow</i> The <i>/oo/</i> Sound for <i>oo</i>; Compound Words</p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>again, both, gone, or, want, turn, hard, afraid, any, bear, follow, most, tall, water, idea, old, piece, shoe, start, under, very, wear, build</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Problem Solving</li> <li>✓ Sequence of Events</li> <li>✓ Reality/Fantasy <ul style="list-style-type: none"> <li>• Making Predictions</li> <li>• Noting Details</li> </ul> </li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Monitor/Clarify</li> <li>• Question</li> </ul>	<ul style="list-style-type: none"> <li>✓ More Long <i>o</i> spellings (<i>oa, ow</i>)</li> <li>✓ Vowel Sound in <i>book, moon</i></li> </ul>
<p><b>Theme 8:</b> <b>Our Earth</b> We can all care for and enjoy Earth's resources.</p> 	<ul style="list-style-type: none"> <li>✓ Base Words and Endings <i>-s, -ed, -ing</i></li> <li>✓ Vowel Pairs <i>ou, ow, /oo/</i> Syllabication</li> </ul> <p><b>Phonics Review:</b> Vowel pairs <i>oo, ew, ue, ou; /oo/</i> Long <i>i (ie, igh)</i> Base Words and Endings <i>-s, -ed, -ing</i> Vowel Pairs <i>ou, ow (/ou/)</i></p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>about, because, draw, happy, teacher, part, tiny, always, eight, arms, seven, warm, ready, body, carry, kind, put, saw, butter, were, work, person</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Categorize and Classify</li> <li>✓ Topic, Main Idea, Details/Summarizing</li> <li>✓ Drawing Conclusions <ul style="list-style-type: none"> <li>• Fantasy/Realism</li> <li>• Sequence of Events</li> </ul> </li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Evaluate</li> <li>• Predict/Infer</li> <li>• Summarize</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adding <i>-s</i> to Naming Words</li> <li>✓ Vowel Sound in <i>cow</i></li> <li>✓ Words that End with <i>-ed, -ing</i></li> </ul>
<p><b>Theme 9:</b> <b>Special Friends</b> Some friendships are more special than others.</p> 	<ul style="list-style-type: none"> <li>✓ Sounds for <i>y</i></li> <li>✓ Base Words and Endings <i>-es, -ies</i></li> <li>✓ Vowel Pairs <i>oi, oy, aw, au</i></li> <li>Prefixes <i>un-</i> and <i>re-</i></li> <li>Suffixes <i>-ful, -ly, -y</i></li> </ul> <p><b>Phonics Review:</b> Base Words and Endings: <i>-ed, -ing</i> Sounds for <i>y</i> Base Words and Endings <i>-es, -ies</i>; Prefixes <i>un-, re-</i></p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>around, dance, else, open, talk, ever, though, ocean, after, before, buy, pretty, school, done, off, wash, only, together, watched, baby, edge, enough, garden, sharp</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Noting Details</li> <li>✓ Story Structure</li> <li>✓ Compare and Contrast <ul style="list-style-type: none"> <li>• Drawing Conclusions</li> </ul> </li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Question <ul style="list-style-type: none"> <li>• Monitor/Clarify</li> <li>• Evaluate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Long <i>i</i> Sound Spelled <i>y</i></li> <li>✓ Adding <i>-es</i> to Naming Words</li> <li>✓ Vowel Sound in <i>coin</i></li> </ul>
<p><b>Theme 10:</b> <b>We Can Do It!</b> There's always a way to get something done.</p> 	<ul style="list-style-type: none"> <li>✓ <i>r</i>-Controlled Vowels: <i>or, ore, er, ir, ur, ar</i></li> <li>✓ Base Words and Endings <i>-er, -est</i></li> </ul> <p><b>Phonics Review:</b> Vowel Pairs <i>oi, oy, aw, au</i>; Suffixes <i>-ful, -ly, -y</i> <i>r</i>-Controlled Vowels: <i>or, ore</i>; <i>r</i>-Controlled Vowels: <i>ar, er, ir, ur</i> Base Words and Endings: <i>-er, -est</i></p>	<ul style="list-style-type: none"> <li>✓ High-Frequency Words: <i>began, laugh, sure, head, divide, second, break, above, against, already, caught, begin, minute, able, eye, present, thoughts</i></li> </ul>	<p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>✓ Making Predictions</li> <li>✓ Sequence of Events</li> <li>✓ Cause and Effect <ul style="list-style-type: none"> <li>• Story Structure</li> <li>• Compare and Contrast</li> </ul> </li> </ul> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Predict/Infer <ul style="list-style-type: none"> <li>• Summarize</li> <li>• Monitor/Clarify</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Vowel <i>+r</i> Sound in <i>store, car</i></li> <li>✓ Adding <i>-er, -est</i> to Words</li> </ul>



### Focus on Genre

For an in-depth study of a genre, use *Focus on Poetry, Plays, and Folktales*.

### Pacing

Each theme is designed to take approximately 3 weeks, depending on your students' needs.

### Multi-age Classroom

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Writing and Language				Centers
Vocabulary	Writing	Grammar, Usage, and Mechanics	Listening/Speaking/Viewing	Cross-Curricular Content Area
Categorizing Friendship Words Multiple-Meaning Words City Words Syllabication House Words	Independent Journal Writing Shared Writing: Writing an Opinion; Writing a Description; A Class Poem ✓ Writing Clearly with Naming Words Writing a Message, Writing an Invitation Developing Your Writing  <b>Reading Writing Workshop</b> Writing Process: Story	✓ Proper Nouns (People, Animals, Places, Things) ✓ Pronouns	• Group Discussion • Conflict Resolution • Reader's Theater • Environmental Print • Retelling a Story • Conversation	Phonics and Language Writing and Technology Creative Arts Science Math
Compound Words Nature Words Science Words Color and Pattern Words Homophones Words that Describe Apple Products	Independent Journal Writing Shared Writing: Writing a Class Summary; Writing an Informational Paragraph; Writing a Character Sketch ✓ Writing Clearly with Action Words Writing in a Learning Log Developing Your Writing  <b>Reading Writing Workshop</b> Writing Process: Research Report	✓ Action Words ✓ Present Tense ✓ Action Words with <i>-ed</i>	• Assessing and Evaluating • Listening to Summarize • Dramatizing a Story • Monitoring Understanding • Retelling a Story • Giving a Report	Phonics and Language Writing and Technology Creative Arts Science Math
Sensory Words Family Activity Words Synonyms Feeling Words Possessive Pronouns Bird Words	Independent Journal Writing Shared Writing: Writing a Solution; A Class Newsletter; Writing Another Version ✓ Complete Sentences Response to Literature; Writing a Comparison Developing Your Writing  <b>Reading Writing Workshop</b> Writing Process: Friendly Letter	✓ Is/Are ✓ Using Was and Were ✓ Describing What We See	• Discussing Conflict Resolution • Evaluate and Assess • Having a Conversation • Giving Information • Visualizing • Reader's Theater	Phonics and Language Writing and Technology Creative Arts Social Studies Math
Content Area Words: Math Ordinal Number Words Prefixes <i>dis-</i> , <i>re-</i> Figurative Language: Comparisons Suffix <i>-ly</i> Clothing Words	Independent Journal Writing Shared Writing: Writing an Opinion; Class Poem; Writing an Alternate Ending ✓ Writing Clearly with Describing Words Book Report; Thank-You Note Developing Your Writing  <b>Reading Writing Workshop</b> Writing Process: Instructions	✓ Describing What We Hear ✓ Describing Words: Taste, Smell, Feel ✓ Comparing ( <i>-er</i> , <i>-est</i> )	• Assess/Evaluate • Giving a Book Report • Giving and Following Directions • Listening to Retell • Comparing and Contrasting Stories	Phonics and Language Writing and Technology Creative Arts Science Social Studies Math

✓ Indicates Tested Skills