## First 9-Weeks: English Standards Pacing at a Glance

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Phonemic Awareness	<b>Concepts of Print</b>	Comprehension	Comprehension	Vocabulary	Independent Writing	Genre Target: About
(1.4) a, b, c, d, e	(1.5) a, b, c (1.7) a, b, d, f	Fiction	Non-Fiction	(1.2) a, c, d	Fiction and Personal (I	Draw and Write)
Letter Recognition	Phonics/Decoding	(1.7) c, e	(1.10)	(1.8) b, d, e	Description, Explar	nation, Story B-M-E
(1.5) c	(1.6) a, d, e, f	(1.9) a, b, c, d, f, g	a, b, c, d, e, f	Spelling (1.6) h (1.13) f	Composition	Usage & Mechanics
	Concepts of Print	Genre Targets	Genre Targets		(1.13) a, b, g	Handwriting (1.12) a, b, c
Review phonemic	Directionality: tracking	Realistic Fiction & Make	Concept Books &	Fluency (1.9) i (1.10) h		(1.13) d, e (1.14)
<u>awareness/Letter</u> <u>recognition</u> : Bb/b/, Cc/k/,	sentence/left to right;	Believe/Fantasy	Informational Texts	Vocabulary	Shared/Interactive	Composing
Dd/d/, Ff/f/, Gg/g/, Hh/h/, Jj/j/,	return sweep	•	Difference between	Understand Meaning	Writing	Clear Topic
Kk/k/, Ll/l/, Mm/m/, Nn/n/,	Sentence: Capital letter,	Real vs. Make Believe	Nonfiction and Fiction	Use picture clues	Write and Revise:	Sense of sequence, use
Pp/p/, Qq/kw/, Rr/r/, SS/s/,	space between words,	Story structure: Character, Setting, and Sequence of	Preview and Make	Build vocabulary	Stories, Informational	of order words
Tt/t/, Vv/v/, Ww/w/, Xx/ks/,	end punctuation	events/ cause and effect of	Predictions using Text	school, number, animal,	Texts, Rhyme/Poem,	Ordered
Yy/y, Zz/z/	Word Boundary: first &	events	Features: Cover, Title,	shape words; animal sounds;	Functional Lists &	fact/information
Letter recognition: Aa, Ee,	last letter	Beginning, Middle, End (B-M-E)	Headings, Pictures	words for feelings, senses,	Informational Charts	Together picture and writing carry meaning
li, Oo, Uu,	Punctuation: Period,	Make Connections: Text-		food, days of week	Independent Writing	Revises picture and/or
Nursery rhymes and poems	Question Mark	Self, Text-Text	<u>Make Connections</u> : Text-Self,	Words from shared and	Draw a picture of personal	text to add detail or
<u>Rhyming:</u> produce works		Set Purpose for Reading	Text-Photographs	interactive reading	experience/event; label	make more specific
that rhyme	Title, author, illustrator,	Review Comprehension		Written Vocabulary	and write about it;	Grammar Vocabulary
Phonemes: count in word;	Table of contents, page numbers, pictures	Strategies	Set Purpose for Reading	High Frequency Grade	Draw and write a page for a <u>class informational</u>	noun/naming;
blend, delete, add, and	-	Predict/Infer: Think about the	Identify Topic/Main	Sight Words, e.g., I, see,	book/Make own	adjective/describing
substitute sounds in VC	Applying Word	title, the illustrations, and	Idea	<i>my; like, a, to; and, go, is;</i>	informational book;	Capitalization
and CVC words	Knowledge to Decode	what has been read to tell	Summarize using	here, for, here; said, the;	Draw in response to a	Beginning of sentence,
Set 1: Short a and i words	Single Syllable Words	what will happen next	pictures	she, are, he; on, my, they,	prompt and then write	pronoun I, day of week,
Set 2: Short o, e, and u words	Use beginning	Evaluate: Do I like what I have	Ask and Answer	have; see, can, get, not,	about drawing;	person's name
	consonant sound	read? Do I agree or disagree	Questions: Who, What, Where, When,	we, to, in, do, me, said	Draw and write science	Punctuation
Build Words: Use word families	Use ending consonant sound	with it? Am I learning what I	Why, How Questions	Anchor/High Frequency	observations	Period & Question Mark
based on short vowel sounds: See <u>Phonics and Decoding Table</u>	Use patterns: onset and	wanted to learn? How good a	Evaluate of Information	words for text	Share writing with others	Sentences
for families/rimes.	rime	job has the author done?		Fluency: Familiar Texts	Writing About Reading	Complete Sentences
Phonics Set 1 Targets	Blend sounds	Summarize: Think about the	<b>Comprehension Skills</b>	Automatically read	Draw to show how a	Spelling
m, s, c, t with short a		main idea or important parts	Compare and contrast	familiar Sight and High	character feels write	Picture Dictionary
Phonics Set 2 Targets	Decoding Strategy	of the story. Tell the	details	Frequency Words	about drawing or a speech	Familiar High Frequency
n, f, p with short a, i	Look at word	important things in your own words.	Noting details	Use End Punctuation	bubble to show feelings	Words
Phonics Set 3 Targets	Think about letter sounds		Categorize and Classify	(.?!) to guide reading	Draw a funny or	Phonetic Spelling for
b, r, h, g with short u, e, o;	Blend the Sounds Check: Is it a word I	Comprehension Skills	Compare and Contrast	Specialized print: OUCH	important part of the	unknown words
Review familiar families	know? Does it make	<u>Making inferences</u> Drawing conclusions	Drawing conclusions	Spelling	story write to explain	Classroom resources
Phonics Set 4 Targets	sense?	Clarifying cause and effect		Build Pattern Words	the drawing	Handwriting
d, w, l, x with short o; i		Sequencing events using	Model Graphic Organizers	<u>Words with</u> m, s, c, t;	Prewriting	Zaner Bloser Resources
Review familiar families	Reread & Self-Correct	first, next, then, last	T-Chart for Comparison	n, f, p; b, r, h, g; Short a, i	Hear Professional &	Capital and lower case
Phonics Set 5 Targets	<u>Meaning</u> : Does it make sense?	Noting detail	compare information	<u>Words with </u> d, w, l, x, y,	Peer Writing Talk about Ideas for	manuscript formation
y, k, v with short e; o		Compare and Contrast:	Venn Diagram:	k, v, qu, j, z; Short o, e, u	drawing and writing	Word Spacing Left to Right/Top to Bottom
Review familiar families	<u>Structure</u> : Does it	alike/different	compare information from 2 books	Student Developmental Level Based on Words	Draw Pictures	Pencil grip
<u>Phonics Set 6 Targets</u> q, j, z with short u; e	sound right?	Model Graphic Organizers	Cause/Effect	<b>Level</b> Based on <u>Words</u> Their Way and <u>Word</u>	Orally List Ideas	
Review familiar families	Visual: Does it look	Listing		Journeys	Talk with peer	Word Processing
	right?	3-Column Story structure			1	Scope and Sequence Skills

# Second 9-Weeks: English Standards Pacing at a Glance

Phonemic Awareness	Concepts of Print	Comprehension	Comprehension	Vocabulary	Independent Writing	enre Target: About
(1.4) c, d, e	(1.5) a, b, c, d (1.7) a, b, d, f	Fiction	Non-Fiction	(1.2) a, c, d (1.8) b, d, e	Fiction, Perso	nal, Letter
Phonics/Decoding	Decoding	(1.7) c, e, f	(1.10)	Dictionary (1.11) a, b	Description, Explanation, F	Persuasion Story B-M-E
(1.6) a, b, c, d, e	(1.6) a- f; (1.7) a, d	(1.9) a, b, c, d, e, f, g	a, b, c, d, e, f, g	Spelling (1.6) h (1.13) f	Composition	Usage & Mechanics
Phoneme Principles	Concepts of Print	Genre Targets	Genre Targets		(1.13) a, b, g	Handwriting (1.12) a, b, c
For <b>oral</b> activities below	Letters: identify letters and	-	Concept Books,	Fluency (1.9) i (1.10) h		(1.13) d, e (1.14)
use short and long vowel	produce letter sound	Believe/Fantasy	Informational &	Vocabulary	Shared/Interactive	Composing
sounds + ending single,	Directionality: tracking		Functional Texts	Use picture clues	Writing	Clear Topic
double, or blended	sentence/left to right;	<u>Real vs. Make Believe</u> <u>Story structure/Vocabulary</u> :	Leveled Books, Big Books,	Build Vocabulary	Write and Revise: Letter	Sense of sequence, use
consonants; beginning	return sweep; sentence	Character, Setting, and	Article, Content Selection,	size, color, number, seasons,	Stories, Informational	of order words
single, blends, or r- blend-	carried to next page	Sequence of Events/ Cause	Directions to Make	sounds, place, family, weather, noise, and position	Texts, Rhyme/Poem,	Ordered facts/information
ed consonant sounds	Sentence: Capital letter,	and Effect of Events,	Difference between	(prepositions) words; months	Alternative Ending,	Revises picture and/or text to add detail or
Add and delete to	space between words,	Important Events, Problem	Nonfiction and Fiction	of year; words from content	Functional Lists &	make more specific
change word	end punctuation	Beginning, Middle, End (B-M-E)	Preview and Make	and stories; words that are	Informational Charts	Grammar Vocabulary
Identify if middle vowel	Word: match spoken	Name character telling a	Predictions before and	opposites (antonyms)	Independent Writing	noun/naming;
is same or different in	words with print	story	during reading using Text	Reference Resources	Draw a picture of <u>personal</u>	adjective/describing
set of CVC words	Punctuation: Period,	Make Connections to make	Features: Cover, Title,	Picture and personal	experience/event; label	singular/plural
Blend sounds	Question & Exclamation	meaning: Text-Self, Text-Text	Headings, Pictures	<u>dictionaries</u>	and write about it; Draw and write a page for	Capitalization
words/word parts	marks, possessive	Set Purpose for Reading	Text Features:	First Letter Alphabetical Order	a class informational	Beginning of sentence,
Segment CVC and CVCe	apostrophe, contraction	Comprehension Strategies	photographs, captions,	Written Vocabulary	book/Make own	pronoun I, day of week,
sounds	apostrophe, comma	Predict: Make, confirm, and	labels, diagram	High Frequency Grade	informational book;	month, person's name
Phonics	Read own writing	revise predictions as read	Make Connections:	Sight Words, e.g., of, by,	Draw in response to a	Punctuation
Target Set 1: Double final	Book Concepts: cover,	Evaluate: Dollike what I have	Text-Self,	some, look, there; come,	prompt and then write	Period and Question & Exclamation marks
consonants, ss, II, tt, ff, nn,	title, author, illustrator,	read? Do I agree or disagree	Text-Photographs	your, read, their; more,	about drawing;	Sentences
gg; zz, + ck	table of contents, page	with it? Am I learning what I	Set Purpose for Reading	these, could, who, her, was,	Draw and write about own	Complete Sentences
Blend short a CVC words,	numbers, pictures, map	wanted to learn? How good a	Identify place/setting	would, ours, all, give, eat, why, first, call, color	feelings in a journal	Naming part/Action part,
including -ack and -ap	Decoding Strategy	job has the author done?	Identify Topic, Main Idea,	Anchor/High Frequency	Draw and write science	Telling or Asking sentences
Plurals with -s /s/ and /z/	Look at word	Question: Ask yourself	Details/Summarizing	words for text	observations	Usage: I or me
<u>Review</u> short u CVC words	Think about letter sounds	questions as you read:	using pictures + recall	Fluency/Expression	Share writing with others	Spelling
Target Set 2: Verb	Look for word parts	Who, What, Where, When,	Evaluate: Dollike what I	Read Familiar Texts	Writing About Reading	Picture Dictionary
endings, -s, -ed, -ing	Blend the Sounds	Why, How <u>Summarize</u> : Think about	have read? Do I agree or	Automatically Sight and	Draw to show how a	Familiar High Frequency
Blend short i CVC words,	Check: Is it a word I know?	the main idea or important	disagree with it? Am I	High Frequency Words	<u>character feels</u> write	Words
including -ip and -in, ick, ill	Does it make sense?	parts of the story. Tell	learning what I wanted to		about drawing or write a	Phonetic Spelling for
<u>Possessives</u> with 's <u>Review</u> short a CVC words	Decode Single Sylleble Words	important things in own	learn? How good a job	Apply cues: phonics, meaning, and language structure	•	unknown words
	Single Syllable Words	words.	has the author done	Use End Punctuation (.?!)	feelings <u>Draw a funny or important</u>	Classroom resources
Target Set 3: Initial r	Use beginning sound Use ending sound	Visualizing: Picture in your	Question: Ask	<u>Specialized print</u> : OUCH	part of the story write to	Handwriting
<u>clusters</u> : br, tr, pr, fr, dr, gr	Use onset and rime	minds the things the author	yourself questions as	Spelling	explain the drawing	Zaner Bloser Resources
Blend short i CVC words,	Blend sounds	describes or that characters	you read: Who, What,	<u>CV and CVC Words</u> : short	Draw then Write: Story B-	Capital and lower case manuscript formation
including ick, ill Contractions with 's	Reread & Self-Correct	do .	Where, When, Why, How	a with n, t, d	M-E	Word Spacing
<u>Review</u> short i CVC words;	Does it make sense?	<b>Comprehension Skills</b>	Evaluate of Information	CV and CVC Words: short	Prewriting	Left to Right/Top to Bottom
Verb endings: -s, -ed, -ing	Does it sound right?	Retell: Topic, Main Idea,	<b>Comprehension Skills</b>	i with n, t, m, g, t, d	Hear Professional & Peer	Pencil grip
Possessives with 's	Does it look right?	Details/Summarizing using	Compare and contrast	<u>CVC Words</u> : short a, i	Writing	Word Processing
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Target Set 4: Initialclusters with 1; bl, cl, pl, gl,fl, sl, splBlend short o CVC words,including -ot, -ock, -op,-og, obReview CVC words with rclusters and 's contractionsTarget Set 5: Initialclusters with sl, sp, st, sn,sc, sk, sch, sm, sw; endcluster st, ack, doublelettersBlend short e CVC words,including -et -ed, -en, ell,est. esk, eck, essSilent Letters: kn, wr, gnReview:Clusters spl, spr, scr, strCVC wordsBlend short u CVC words,including ub, ug, uck, ubReview:Silent letters, kn,wr, gn and short eTarget Set 7: Initialdiagraphs sh, th, wh, ch;final digraphs sh, th, chBlend short vowels CVCwords, including -ash, -ushReview:short u, tripleclustersTarget Set 8: Introducelong vowel pattern CVCe:long a; soft c /s/and g /j/;final nd, ng, nkReview: diagraphs sh, th,		pictures and recall <u>Sequence events</u> using <i>first, next, then, last</i> <u>Making inferences</u> <u>Drawing conclusions</u> <u>Cause and effect</u> <u>Noting detail</u> <u>Compare and Contrast:</u> alike/different <u>Make generalization</u> <u>Model Graphic Organizers</u> 3-Column Story Structure Flow chart/sequence map 2-Column cause/effect	details, fiction/nonfiction Noting details Draw conclusions Sort, Categorize/Classify <b>Model Graphic Organizers</b> Flow chart/sequence map Bubble/cluster/web 3-column Classification Chart K-W-L Chart	with r blends cr, dr, gr, tr <u>CV and CVC Words</u> : short o with n, t, x, p <u>CVC Words</u> : short e with n, t, d, s <u>CVC Words</u> : initial sh, wh, th <u>CVCe Words</u> : Long a <u>CVCe Words</u> : Long i <b>Student Developmental</b> Level Based on <u>Words</u> <u>Their Way</u> and <u>Word</u> <u>Journeys</u>	Talk about Ideas Draw Pictures Orally List Ideas Bubble/web/cluster organizer Asking questions	Scope and Sequence Skills
wh, ch, tch   Target Set 9: Introduce   long vowel pattern CVCe: long i; including -ite, ide   Contractions Review: soft c /s/and g /j/;   final nd, ng, nk soft c /s/and g /j/; soft c /s/and g /j/;						

# Third 9-Weeks: English Standards Pacing at a Glance

Phonemic Awareness	Concepts of Print	Comprehension	Comprohension	Vocabulary	Independent Writing R	ubric Genre Targets
(1.4) c, d, e			Comprehension		Personal, Persuasive	
	(1.5) a, b, c, d (1.7) a, b, d, f	Fiction	Non-Fiction	(1.2) a, c, d (1.8) b, d, e	Story B-M-E, Infor	
Phonics/Decoding	Decoding	(1.7) c, e, f	(1.10)	Dictionary (1.11) a, b		Usage & Mechanics
(1.6) a, b, c, d, e	(1.6) a- f; (1.7) a, d	(1.9) a, b, c, d, e, f, g	a, b, c, d, e, f, g	Spelling (1.6) h (1.13) f	Composition	Handwriting (1.12) a, b, c
Phoneme Principles	Concepts of Print	Genre Targets	Genre Targets		(1.13) a, b, g	
For <b>oral</b> activities below	Letters: identify letters and	Realistic Fiction &	Concept Books,	Fluency (1.9) i (1.10) h		
use vowel and consonant	produce letter sound	Make Believe/Fantasy;	Informational &	Vocabulary	Shared/Interactive	Composing
sounds from HM spelling	Directionality: tracking	Poetry	Functional Texts	Build Vocabulary related	Writing	Clear Topic
list, including blends,	sentence/left to right;	Story Structure: setting	Leveled Books, Big Books,	to texts and Word Study	Persuasive Letter, Class	Sense of sequence, use of order words
digraphs and doubles;	return sweep; sentence	(where & when),	Article, Content Selection,	pattern Distance and a susceptibility	Story based on familiar	Ordered facts/informatio
and endings (-s, -ed, -ing)	carried to next page	characters, problem,	Directions to Make	Picture and personal	character, Summary of	Revises picture and/or
Add and delete to	Sentence: Capital letter,	events, ending	Difference between	dictionaries First Letter Alphabetical	Read Aloud Nonfiction &	text to add detail or
change word	space between words,	Story Vocabulary: main	Nonfiction and Fiction	Order	Fiction books, Trait	make more specific
Identify if <u>middle vowel</u>	end punctuation	problem; solution; setting,	Set Purpose for Reading:	Written Vocabulary	description of a character,	Grammar Vocabulary
is same or different in	Word: match spoken	important events;	preview and make	High Frequency Grade	Acrostic Poem, Functional Lists & Informational	noun/naming words;
set of CVC words	words with print	characters; sequence	predictions before and	Sight Words,		adjective/describing word
Blend sounds	Punctuation: Period,	words such as <i>first, next,</i>	during reading using text		Charts	singular/plural
words/word parts	Question & Exclamation	then, last; fantasy and	features: Cover, Title,	Fluency/Expression	Independent Writing	Capitalization
Segment CVC and CVCe	marks, possessive	realism; Beginning, Middle,	Headings, Pictures;	Read Familiar Texts	Description of place, thing,	Beginning of sentence,
sounds	apostrophe, contraction	End (B-M-E) of story;	support predictions with	Automatically read sight and high frequency	or event: choosing a topic, brainstorming and	pronoun I, day of week,
Phonics	apostrophe, comma	Poetry Vocabulary:	clues from the text or	words -	organizing details, using	month, person's name
Target Set 1: Blend long o	Read own writing	poetry, rhyme, stanzas,	background knowledge		sensory language and	Punctuation
(CV, CVCe) Long u (CVVe),	Book Concepts: cover,	describe, fantasy vs	Text Features: title,	Apply cues: phonics, meaning, and language	exact words	Period and Question &
Long e (CV, CVCe) words;	title, author, illustrator,	realism	photographs, captions,	structure	Informational Writing:	Exclamation marks
Final Clusters ft, lk, nt	table of contents, page	Poetry Concepts: words	diagram, labels	Use End Punctuation (.?!)	draw and write a page for	Sentences
Vowel Pairs ee, ea, ai, ay	numbers, pictures, map	that imitate sounds (e.g.,	Make Connections:	Specialized print: OUCH	a class informational book	Complete Sentences Naming part/Action part,
Review Long I (CvCe)	Decoding Strategy	pop, boom, crunch);	Text-self, Text-world/		or make own book	Telling or Asking sentences
Contractions, Long o (CV,	Look at word	words that begin with the	background knowledge,		Story: selecting characters	
CVCe) Long u (CVCe); Final	Think about letter sounds	same sound	Photographs-self or	Spelling HM Themes 6-8	and problem, including	Usage: I or me
Clusters ft, lk, nt; Long e	Look for word parts	Set Purpose: Preview and	world/background	Long o and u: CVCe, CV	interesting detail, planning	Spelling
(CV, CVCe; Vowel Pairs ee,	Blend the Sounds	make predictions before	knowledge		beginning/middle/end,	Picture Dictionary
ea	Check: Is it a word I know?		<u>Identify</u> : topic (what selection is about), main	Long e: CVe, ee, ea, e	choosing a title.	Familiar High Frequency Words
Target Set 2: Vowel	Does it make sense?	pictures and what happens;	idea(s) (most important	Long a: ai, ay	Weekly Center Activity/	Phonetic Spelling for
Pairs oa, ow; oo, ew, ue,	Decode	revise predictions	idea(s) (most important idea(s) about the topic)	Long o: oa, ow	Journal: draw and write in	unknown words
ou, /oo/; compound	Single Syllable Words	Ask and Answer Questions:	Details (information	Vowel sounds in book and moon	response to a prompt	Classroom resources
words; Long I (ie, igh)	Use beginning sound	"right there" (literal) and	about a main idea)	Vowel sound in cow	based on own feelings or	Application of word
Review Vowel Pairs ai, ay;	Use ending sound	"think and search"	Categorize and Classify		experiences or a familiar	study patterns
Vowel Pairs oa, ow; short	Use onset and rime	(explicit inferential)	Information: sort things	Adding –s to naming	topic	Handwriting
sound for oo; compound	Blend sounds	Make Connections to make	into given categories;	words	Writing About Reading	Zaner Bloser Resources
words	Reread & Self-Correct	meaning: Text-Self, Text-Text	group related/similar	Words ending with –ed	Draw to show how a	Capital and lower case
	Does it make sense?	Distinguish Fantasy from	the sector set is a set	and -ing	character feels write	manuscript formation
	Does it sound right?	Realistic Fiction: could	identify a label for the		about drawing or write a	Word Spacing Pencil grip
	Does it look right?	events really happen?	group; understand		speech bubble to show	
					feelings	
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Target Set 3: Base Words	Monitor/Clarify for	<b>Comprehension Strategies</b>	terms classify and		Draw a funny or important	Word Processing
and Endings-s,-ed,-ing;	Meaning	Summarize: Think about	categorize	Student Developmental	part of the story write	Scope and Sequence Skills
Vowel Pairs ou, ow, /oo/;	Does what I'm reading	the main idea or important	Summarize: Think about	Level Based on Words	to explain the drawing	
syllabication	make sense? Reread,	parts of the story. Tell	the main idea or	Their Way and Word	Draw then Write about:	
Review Vowel pairs oo, ew,	read ahead, or use	important things in own	important parts of the	<u>Journeys</u>	Story B- M-E	
ue, ou; /oo/; Long I (ie, igh)	illustrations to clarify	words.	selection. Tell important		Writing in Content	
Base Words and Endings – s. –	understanding.	Draw Conclusions about a	things in own words.		Draw and write science	
ed, -ing; Vowel Pairs ou, ow		<u>Character</u> based on what the character does, says, &	Ask and Answer		observations	
(/ou/)		thinks.	Questions: "right there"		Prewriting	
	Ō	Question: Ask yourself	(literal) and "think and		Hear Professional & Peer	
		questions as you read:	search" (explicit		Writing	
	Evaluate: Do I like what I	Who, What, Where, When,	inferential)		Talk about Ideas	
	have read? Do lagree or	Why, How and read to find	Ask yourself questions		Draw Pictures	
	disagree with it? Am I	the answers	as you read: Who, What,		Orally List Ideas	
	learning what I wanted to	<b>Comprehension Skills</b>	Where, When, Why, How		Graphic Organizer: bubble,	
	learn? How good a job has	Cause and effect	and read to find the		web, or cluster	
	the author done?		answers		Ask questions	
	Visualizing: Picture in your	Making predictions	Evaluate: Do I like what			
	minds the things the	Making inferences	I have read? Do I agree		Share writing with	
	author describes or that	Making generalizations	or disagree with it? Am I		<u>others</u>	
	characters do .	and explain	learning what I wanted to learn? Is the			
		Answer opinion questions	information clear? Is			
		and support ideas	there enough			
		Compare and Contrast:	information for me to			
		alike/different	understand the			
		Sequence events	topic/what's			
		Noting detail	happening? How good a			
		Sequence events	job has the author			
			done?			
		Model Graphic Organizers				
		<u>3-Column Story Structure</u>	Comprehension Skills			
		(beginning, middle, end)	Making predictions			
		Story Map: Setting (Where	Noting details			
		& When), Characters	Drawing conclusions			
		(Who), Problem (What is	Making generalizations			
		wrong), Events (How does	Cause/effect			
		the character try to solve	Compare and contrast			
		the problem), Ending (How	Model Graphic Organizers			
		is the problem solved)	Bubble/cluster/web			
		Flow chart/sequence map	2-column Classification			
		2-Column cause/effect	Chart			
		T-chart: Real vs Make-	K-W-L Chart			
		Believe				

# Fourth 9-Weeks: English Standards Pacing at a Glance

Phonemic Principles (1.4) c, d, e	Phonics/Decoding (1.6) a, b, c, e, f	Comprehension Fiction	Comprehension	Word Knowledge (1.6) f	Writing Genre Targ Patterned Book a	
	Fluency	(1.9)	Non-Fiction	Reference Resource		Usage & Mechanics
	(1.9) f (1.10) h	c, d, e, f, g, h	(1.10) a, b, d, e, f, g	(1.11) a, b	Composition	
Dhanamia Aurananaa			Course Towarts	Vocabulary	Written Expression	(1.12) a, b, c
Phonemic Awareness	Phonics	Genre Targets	Genre Targets		(1.13) a, b, c	(1.13) d, e, f; (1.14)
Orally delete initial phoneme	Sounds for y: long e;	Realistic Fiction &	Social Studies and	Word Analysis	Follow Established	Grammar
in single-syllable words/ identify rimes that are	long i Base words and <u>Endings:</u> -	Fantasy	Science Informational	Verb Endings: -ed, -ing	Workshop Routine	Naming Word: Noun
"secret word inside"	es, -ies; -ed; -ing	Story Vocabulary:	Texts	Plural Endings: -s,	Informational	Pronouns that show
Example: /y/ /ă/ /m/ blend	Endings: -er, -est	Character, Setting,	Difference between	-es, -ies	Patterned Book Format	ownership: his, her, its,
to say yam to identify am.	<u>Vowel Pairs</u> : oi, o; aw, au	Problem, Events	nonfiction and fiction	Prefix: un-, re-, dis-	Teacher-selected Model	their, my, your
	<u>r-Controlled Vowels</u> :	Realism vs. Fantasy	Use Text Features to	Suffixes: -y, -ful, -ly		Capitalization
Orally delete final	or, ore, er, ir, ur, ar	Characteristics	Preview and Make		Friendly Letter Format	Beginning of Sentence
phoneme(s) in single-syllable		Make Connections:	Meaning: Cover, Title,	Spelling	Date, Greeting, Body,	Proper Nouns
words	Prefixes: un-, re-	Text-Self, Text-Text	Headings, Illustrations/	Grade-Level Targets	Closing, Signature	Pronoun I
Example 1: /ch/ĭ/ /l/ /ē/	Suffixes: -ful, -ly, -y	Story Structure:	Photographs, Captions,	Final Long i sound: y	Prewriting	Punctuation
blend to say <u>chilly</u> to identify	Decoding Strategy	Beginning, Middle, End	Table of Contents	as in <u>fly</u>	Hear Professional &	Period & Question Mark
<u>chill</u>	Look at Word	Make Predictions and	Make Connections:	Vowel sound in coin:	Peer Writing	Exclamation Mark
Example 2: /dr/ ī/ /z/ blend	Look for Word Parts	Use Story to Confirm	Text-Self, Text-Text	oi, oy	Brainstorm Ideas by	Comma in Greeting,
to say <u>dries</u> to identify <u>dry</u>	Think about Letter Sounds	Retell	Identify Topic	Vowel+ r sound: as in	Drawing Pictures,	Closing, and Date
Example 3: /fl/ ă / /sh/ /ĕ/ /z/	Blend the Sounds	Ask and Answer Who,	Ask and Answer Who,	<u>store, car</u>	Listing Ideas,	Apostrophes in simple
blend to say <u>flashes</u> to	Check: Does it make	What, Where, When,	What, Where, When,	Adding -er and -est to	Completing Graphic	Contractions
identify <u>flash</u>	sense? Is it a word I know?	Why, How Questions	Why, How Questions	words	Organizer Tallassithas an	Sentences
Example 4: /f/ə/ /n/ /ē/ /z/	Reread & Self-Correct	Identify who is telling	Comprehension Skills	Common Sight Words	Talk with peer	Complete Sentences
blend to say <u>funnies</u> to	Meaning:	the story	Reread to Clarify Under-	_	Note-taking	
identify <u>fun</u>	Does it make sense?	•	standing	Student	Organizing	Spelling
Orally Segment Spelling	Structure:	Comprehension Skills	Locate Information	Developmental Level	Clear Topic	Correctly Spells:
Words	Does it sound right?	Reread to Clarify Under-	Categorize Information	Based on <u>Words</u>	Grouping Related Ideas	3 and 4 letter short
Substitute medial or final	Visual:	standing Note Important Details	Identify Main Idea	<u>Their Way</u> and <u>Word</u> Journeys	Sequencing Ideas	vowel words
vowel sounds with r-	Does it look right?	Note Important Details Make Inferences	Note Important Details		<b>Revising to Elaborate</b>	Familiar High Frequency
controlled vowel sounds <u>or</u> ,	Fluency with	Draw Conclusions	Make Inferences	Dictionary	Interesting & Specific	Words Uses Classroom
ore	Familiar Texts	Identify Cause & Effect	Draw Conclusions	Alphabetical Order by	Details Connect to Topic	Resources to Spell
Example 1: Change the /ou/	Automatically Read	Distinguish Realism	Sequence Events	first letter	Descriptive sensory	-
in <u>pouch</u> to /ôr/ to say <u>porch</u>	Familiar High Frequency	from Fantasy	Understand Cause &	Picture Dictionary	words	Handwriting
Example 2: Change the $\overline{\sqrt{00}}$	Words	Identify Main Idea of a	Effect	Vocabulary	Technical Vocabulary in	Letter Formation
in <u>chew</u> to / ôr/ to say <u>chore</u>	Use Punctuation and	Selection	Summarize Using	Sort words into	Nonfiction	Word Spacing
Substitute medial vowel	Specialized Print to	Compare and Contrast	Graphic Organizers	categories	Illustrations Connect to	Sentence Written On
sounds, including /ôr/ /ûr/	guide reading	Sequence Events	Web or Cluster: Main	Sense Words	Meaning	Lines and Spaced
/îr/ with short and long	Read with Meaningful	Graphic Organizers	Idea/Supporting Details	Feeling Words Content Vocabulary	Author's Voice	Indentation
vowel sounds.	Expression: phrasing and	2-column T-Chart	Chart (may use pictures)	Book Vocabulary:	Writer's Voice adds	Word Processing
	emphasis	Venn Diagram	to Categorizes	Cover, Title, Author,	interest	Implement Word
		Web or Cluster: Main	Information	Illustrator	Natural Sounding	Processing Skills Scope
		Idea/Details	<u>Venn Diagram</u>		Sentences	and Sequence.