

Module	LO #	Sight Words	Spelling Words	Objective(s)	Common Core State Standard(s)
Phonics of the Week: Long ai and ay	19.1	goes, those, done, been	mail, rain, plain, train, chain, day, today, say, play, maybe	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with long a spelled ai and ay. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.
	19.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives

	19 . 3			Grammar: 1) Identify nouns, verbs, and adjectives..	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	19 . 4			Writing: 1) Identify if a statement is a fact or opinion..	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	19 . 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: Long e: ee, ea	20.1	green, upon, laugh, because	see, need, green, keep, eat, each, read, please, clean, team	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with long e spelled ee and ea. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	20.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate..	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

	20. 3			<p>Reading; Foundational Skills: 1) Use correct commas and ending punctuation.</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.</p>
	20. 4			<p>Writing: 1) Choose an opinion topic and create a web.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	20. 5				

Phonics of the Week: End blends- nk and ng	21.1	its, us, before, ten	wink, sink, rink, link, blink, ring, sing, sting, sling, thing	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with ending blends- nk and ng. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	21.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

	21. 3			Language: 1) Recognize and spell common words with consonant digraphs..	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	21. 4			Writing: 1) Write a topic sentence for opinion paragraph.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	21. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: ey and y	22.1	many, very, made, use	any, every, very, many, tiny, only, key, honey, money, monkey	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with the endings- ey and y. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
	22.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

	22.3			<p>Language:</p> <p>1) Recognize the differences in meanings between similar verbs (e.g., look, peek, glance, stare, glare, scowl)..</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	22.4			<p>Writing:</p> <p>1) Write the supporting facts in sentence form.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	22.5				

Phonics of the Week: Long o: oa, oe, ow	23.1	best, draw, both, light	boat, coat, float, toe, goes, bow, row, tow, low, slow	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with the endings- long o spelled oa, oe, ow. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	23.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

	23. 3			Language: 1) Recognize the differences in intensity between similar adjectives (e.g., large, gigantic).	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	23. 4			Writing: 1) Write a concluding sentence.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	23. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: Long i: igh, ie, y	24.1	Review words from Modules 19-23	light, might, night, fight, right, lie, tie, cry, dry, my	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with Long i: igh, ie, y. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
	24.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because). CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

	24. 3			Grammar: 1) Recognize and use conjunctions.	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	24. 4			Writing: 1) Complete an opinion paragraph.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
	24. 5				

Phonics of the Week: ar	25.1	off, wash, buy, today	far, car, cart, apart, star, harp, arm, farm, mark, park	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with "ar." 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	25.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.

	25. 3			Literature- 1) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	25. 4			Writing: 1) Choose a topic to research.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	25. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: ur, er, ir	26.1	or, which, call, drink	curl, curb, hurt, her, verb, never, clever, girl, first, shirt	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with ur, er, and ir. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	26.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

	26.3			<p>Literature- 1) Identify the major differences between fiction and non-fiction</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	26.4			<p>Writing: 1) Write three questions for research paragraph.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	26.5				

Phonics of the Week: ck, k	27.1	pull, why, cold, long, far	ask, elk, snack, pack, rack, block, clock, rock, truck, duck	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words ending with ck and k. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.
	27.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

	27. 3				<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
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	27. 4			<p>Writing: 1) Research and write the answer for their first research question.</p> <p>Informational Text: 1) Know and use various text features (e.g., headings, tables of contents, glossaries) to locate key facts or information in a text. 2) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text using text features.</p>	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	27. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: ing and ed	28.1	read, wish, does, together, never	jumping, resting, kicking, helping, wishing, jumped, rested, kicked, helped, wished	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words ending with ing and ed. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	28.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

	28.3			<p>Literature-</p> <p>1) Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
	28.4			<p>Writing:</p> <p>1) Research and write the answer for their second research question.</p> <p>Informational Text:</p> <p>1) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	28.5				

Phonics of the Week: double consonants	29.1	right, work, about, eight, full	tell, call, fall, pull, full, carry, better, dinner, supper, batter	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with double consonants 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.
	29.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	29.3			Literature- 1) Read poetry.	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	29.4			Writing: 1) Research and write the answer for their third research question. Informational Text: 1) Compare and contrast two texts.	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	29.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: s and es	30.1	Review words from Modules 25-29	lights, coats, snacks, rocks, keys, parks, watches, dishes, inches, boxes	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words that end with s and es. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.
	30.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

	30.3			<p>Literature-</p> <p>1) Compare and contrast the experiences of characters in weekly stories.</p> <p>2) Identify who is telling a story.</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	30.4			<p>Writing:</p> <p>1) Write a topic and a concluding sentence for the research paragraph.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	30.5				

Phonics of the Week: au and aw	31.1	sing, would, fast, much, only	haul, fault, pause, cause, paw, jaw, claw, yawn, draw, hawk	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with au and aw. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	31.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	31. 3			<p>Foundational Skills-</p> <p>1) Count number of syllables in spoken words.</p> <p>2) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	31. 4			<p>Writing:</p> <p>1) Revise research paragraph.</p>	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	31. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: kn, gn, wr	32.1	sit, write, first, try, got	knit, knob, knot, know, gnat, gnaw, wrap, wrist, write, wrench	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words with kn, gn, wr. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	32.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	32.3			<p>Speak/Listen:</p> <p>1) Add drawings with descriptions to clarify ideas and thoughts.</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.</p>
	32.4			<p>Writing:</p> <p>1) Edit the research paragraph.</p>	<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	32.5				

Phonics of the Week: er, est	33.1	five, own, hold, their	cuter, longer, softer, faster, louder, cutest, longest, softest, fastest, loudest	Phonics and Word Recognition: 1) Recognize, identify, read, and spell words ending with er and est. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	33.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.

	33.3			<p>Informational Text:</p> <p>1) Describe the connection between two pieces of information in a text.</p>	<p>CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
	33.4			<p>Writing:</p> <p>1) Complete research paragraph and a resources page.</p>	<p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p>
	33.5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: Compound words	34.1	tell, found, fall, myself, grow	bobcat, sunset, eyelid, someone, somebody, icebox, outrun, myself, herself, himself	Phonics and Word Recognition: 1) Recognize, identify, read, and spell compound words. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
	34.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.

	34. 3			Foundational Skills- 1) Decode two-syllable words following basic patterns by breaking the words into syllables.	CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	34. 4			Writing: 1) Complete a rubric for research paragraph.	CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words. CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
	34. 5				

Phonics of the Week: Contractions	35.1	don't, seven, warm, pick, sleep	it's, he's, she's, I'll, he'll, she'll, we'll, I'm, I'd, I've	Phonics and Word Recognition: 1) Recognize, identify, read, and spell contractions. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.
	35.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

	35. 3			Informational Text: 1) Identify the reasons an author gives to support points in a text.	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	35. 4			Writing: 1) Write the answer to this question: What did you learn in 1st grade?	CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
	35. 5				CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

Phonics of the Week: Contractions II	36.1	Review words from Modules 31-35	can't, don't, won't, isn't, hasn't, hadn't, haven't, aren't, you'll, you're	Phonics and Word Recognition: 1) Recognize, identify, read, and spell contractions. 2) Recognize sight words.	CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
	36.2			Fluency: 1) Read weekly and independent reading stories with purpose and understanding, accuracy and at appropriate rate.	CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

	36. 3			<p>Writing:</p> <p>1) Write the answer to this question: What experiences did you have in 1st grade? (Including an exclamatory sentence.)</p>	<p>CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
	36. 4				<p>CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.</p> <p>CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>
	36. 5				