



# PACING GUIDE – FIRST GRADE DODSON ES

*pace (verb): to move or make progress at a sensible or moderate rate*  
*guide (noun): a book, pamphlet, etc., giving information, instructions, or advice*

The intention of this guide is to help teachers map out their school year, leaving time and space for student learning and engagement.



**Thank you** to the following educators for their work with these pacing guides:

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*Please note that this guide is in **draft form**. There will be revisions and edits made as the first year of implementation progresses.*

This guide contains a suggested pacing along with selected titles and standards for all areas of Benchmark's comprehensive ELA curriculum. In the following pages there are suggestions and information to help implement Benchmark Advance in the classroom. Also included are the District's recommended times for instruction and the ELA 3-Year Plan.

Suggestions and Information for Implementation:

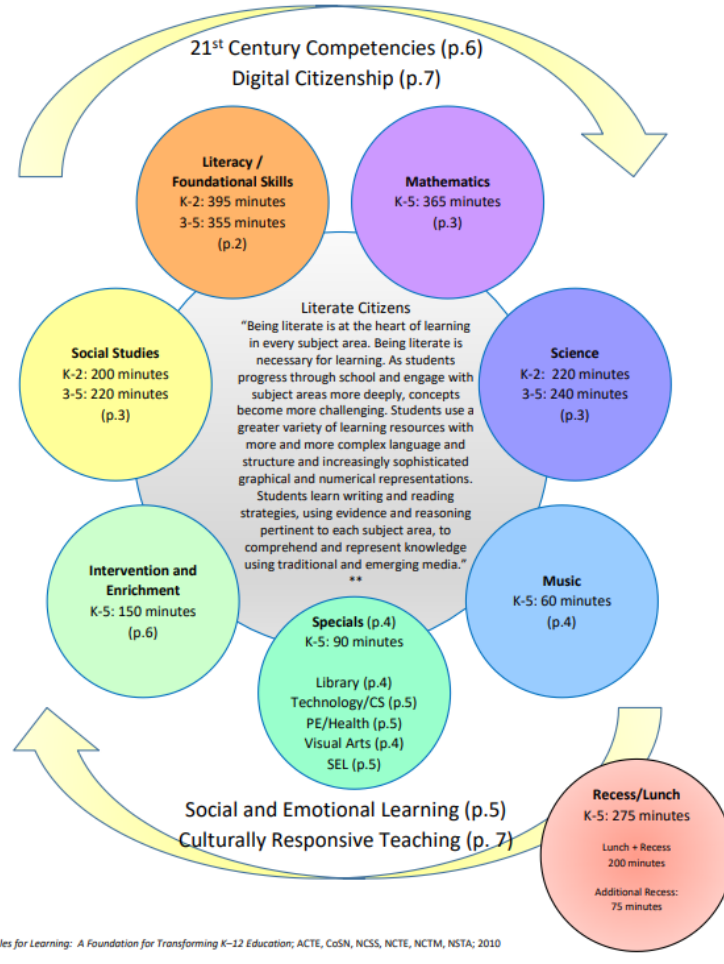
- **Although we've scheduled 15 days for each unit, grades K-2 will have 10 additional unaccounted for days, and grades 3-5 will have 15 additional unaccounted for days to use as needed during the flow of instruction.**
- For information, and implementation of Small Group and Independent Instruction, please see the "Differentiated Instruction Planner" on the back of the fold out at the beginning of each unit in the Teacher's Resource System (TRS).
- Knowledge Strands cannot be taken out of order. The materials spiral and refer back to earlier lessons. The phonics and phonemic awareness lessons are also in an order to facilitate the teaching of foundational skills in an explicit and systematic manner.
- In our district, we have implemented the traditional Guided Reading model with our students using their instructional levels. These levels are often not grade level; some are designated far outside of grade level. It is important that all of our students have the opportunity to be in small group, differentiated Tier 1 instruction using **grade level** text. We recognize that this is a shift from past practice using the traditional Guided Reading model as Tier 1 Instruction. This shift in thought was emphasized with administrators and LSs reading "The Opportunity Myth" [https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf) last year. The new instructional materials match this shift. Benchmark Advance engages students in small group differentiated Tier 1 instruction. This small group instruction reinforces learning from grade-level complex text with the whole class. Each grade level receives leveled texts that stretch from just below grade level to grade level for the first unit, and then increase in level as the year progresses. In Tier 1, scaffolds should be provided during small group for those students who need them, but all students will have the opportunity to experience a reader at or close to grade level. Guided Reading strategies are certainly appropriate within that small group Tier 1 reading time. The key is to use these good strategies with grade-level text to remain in Tier 1 instruction. Students reading outside of grade level should also receive intervention at a different time. Identified students needing intervention outside of Tier 1 instruction should have a reading plan to support areas of need. Many interventions could be appropriate for a student, including, but not limited to, a traditional Guided Reading model, LLI, or Phonics First.
- Benchmark's materials use the idea of "transfer" that leads to "mastery". According to Kubina and Morrison (2000), "Mastery is effective transfer of learning in authentic and worthy performance. Students have mastered a subject when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts at the heart of that subject, as measured against valid and high standards." Wiggins and McTighe go on to say, "Thus, effective transfer of learning, done with creativity, polish, and grace, is the essence of mastery. Mastery is not just technical

knowledge. (Even in music, the term *virtuoso* is typically pejorative, implying mere speed with no soul.) You haven't mastered a subject if you only possess skills and facts in isolation and can only produce them on demand in response to prompts. Mastery must be tested using authentic tasks and scenarios at the heart of "doing" the subject. And instruction for mastery must be designed backward from these corner stone tasks." (Wiggins & McTighe, 2005) Benchmark Advance allows students time and opportunities to experience transfer that leads to mastery.

- Phonics/Phonemic Awareness instruction must be done daily. It is embedded in Word Study and Vocabulary in grades 3-5.
- The first 4 weeks in grades K-2 and the first 3 weeks in grades 3-5 are not optional. They set up foundations, routines, and review (grades 1-5) for the year. Anchor charts and other resources that will be used throughout the year are also created during this time.
- Writing is based on the readings. Reading should always come before writing.
- All 10 units are equally important. Teachers in successive grades are counting on each grade level to complete all 10 units. However, all grade level standards have been touched upon by the end of Unit 7. This is good information for the grades that have testing with Smarter Balanced. This pacing guide has grade levels getting through Unit 7 before SBAC testing begins.
- There are letters in English and Spanish at the beginning of each unit. It is encouraged to share these with your families.
- ELD resources and supports are included with each lesson.
- Assessments are up to teacher/site discretion during this first year of implementation. There will be suggestions regarding assessments starting in year 2 of implementation. There are assessment resources to help make informed instructional decisions throughout the year in the "Informal Assessments" book.
- The "Additional Resources" section of the Teacher's Resource System (TRS) is rich with resources. Go there for connections across disciplines and unit projects, preteach/reteach routines, collaborative conversation suggestions, managing independent reading, and more.
- Benchmark Advance is not a "scripted" set of materials. It allows for instructional decision-making and responsive teaching in every lesson. Read through the lessons before beginning a unit to decide time allotments for components.
- This is not a "Monday-Friday" set of materials. If a day of lessons is not finished it is okay. Start where you stopped the next day.
- "Mind the Mini-Lesson!" Do not over-teach during the mini-lessons. Remember, we are teaching for transfer, and the materials spiral.
- Recommended Trade Book Libraries have been provided to each school. There are 6 titles per unit (60 books total) for every grade level. You can use these trade books or the selections in the Read-Aloud Handbook for your daily Interactive Read-Aloud.

## Allocation of Instructional Time for Elementary Sites

*Based on 1,755 instructional minutes (including recesses and lunch) per 5-day week*



Complete document can be found at:

[https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/CandI%20News/Allocation%20of%20Instructional%20Time%20for%20Elementary%20Sites%20June\\_2018.pdf](https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/CandI%20News/Allocation%20of%20Instructional%20Time%20for%20Elementary%20Sites%20June_2018.pdf)

<b>K-5 ELA 3-Year Plan - DRAFT</b>	<b>Professional Development</b>	<b>Curriculum/Instructional Materials</b>	<b>Leadership Capacity</b>
<p><b>Year 1: June-Aug. 2019-June 2020</b></p> <p>WCSD will implement the rollout of new ELA instructional materials in grades K-5. All areas of Comprehensive Literacy Instruction will be addressed by the new materials, various learning opportunities, and by the facilitators and coaches working with teachers and students.</p> <p>Elements essential to a comprehensive approach to literacy include:</p> <ul style="list-style-type: none"> <li>• Fostering the interdependent relationship of writing, reading, speaking, listening, and digital literacy practices</li> <li>• Creating equitable learning environments with a variety of complex texts, media, and technologies available for all students</li> <li>• Supporting developmentally and contextually appropriate instruction that meaningfully engages students</li> <li>• Empowering teacher teams through ongoing, job-embedded professional learning</li> </ul>	<ul style="list-style-type: none"> <li>• Principal training, May 7<sup>th</sup> and 21<sup>st</sup> at Team Teal Tuesday</li> <li>• TOSA training, June 5th</li> <li>• Summer “Getting Started with the ELA Adoption” trainings, June 10<sup>th</sup>-13<sup>th</sup>, July 29<sup>th</sup>-Aug. 1<sup>st</sup>, Aug. 6<sup>th</sup></li> <li>• Whole staff trainings at Incline and Dodson on Aug. 21st</li> <li>• AP and Dean overview at Aug. LTL (per approval)</li> <li>• On-going Learning Labs at sites</li> <li>• Newly hired teacher trainings in September, October, and as needed</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Release of pacing guides at summer trainings; also available on TEAMS</li> <li>• Curriculum Team meetings (worth 1 credit) over the course of the school year. Teams will create curriculum documents to be released for the 2020/21 school year</li> <li>• Exploration of instructional practice and utilization of ELA materials will be offered through inservice classes</li> <li>• Short survey about the newly adopted instructional materials will be included in “Tips and Tidbits” emails. C&amp;I will gather feedback and share with the Curriculum Teams to help direct the work</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support new instructional materials while at sites – ICs, ISs, LSs, etc.</li> <li>• Ongoing training with Benchmark throughout the year</li> <li>• Teal Tuesdays will focus on the new curriculum and coaching</li> </ul>

<ul style="list-style-type: none"> <li>• Implementing state literacy plans through local initiatives that reflect local conditions</li> </ul> <p>Adapted from NCTE</p>	<ul style="list-style-type: none"> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>		
<p><b>Year 2: July/Aug. 2020-June 2021</b></p> <p><b>A focus on Comprehensive Literacy Instruction will continue in year 2. Additionally, a focus on Tier 1, whole group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.</b></p>	<ul style="list-style-type: none"> <li>• Ongoing Learning Labs at sites</li> <li>• New teacher trainings on instructional materials during the summer and early fall</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Pacing Guides</li> <li>• Release curriculum documents on TEAMS</li> <li>• Continue gathering feedback through surveys in “Tips and Tidbits”</li> <li>• Integrate alignment of instructional materials with SBAC and Benchmark Advance assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support while at sites – ICs, ISs, LSs, etc.</li> <li>• Teal Tuesdays capacity building with the Learning Strategists</li> </ul>

<p><b>Year 3: July/Aug. 2021-June 2022</b></p> <p><b>A focus on Comprehensive Literacy Instruction will continue in year 3. Additionally, a focus on Tier 1, small group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.</b></p>	<ul style="list-style-type: none"> <li>• Ongoing Learning Labs at sites</li> <li>• New teacher trainings on instructional materials during the summer and early fall</li> <li>• PLC and Wednesday early release support from C&amp;I</li> <li>• Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>• Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Pacing Guides</li> <li>• Revise curriculum documents</li> <li>• Continue gathering feedback through surveys in “Tips and Tidbits”</li> <li>• Possibly revise alignment of instructional materials with SBAC and Benchmark Advance assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>• TOSAs support while at sites – ICs, ISs, LSs, etc.</li> <li>• Teal Tuesdays capacity building with the Learning Strategists</li> </ul>
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**Grade 1 Benchmark Advance**

**Getting Started: Foundations and Routines**

Unit	Week	Day	Establishing Routines	Phonological Awareness	Shared Reading	Phonics	Shared Writing & Print Concepts	Independent Reading (this time is built establishing routines and working toward RI1.10 & RL1.10)
Getting Started  8/26/19-9/23/19	1	1	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Building Good Listening Habits</li> <li>Read-Aloud: Build Good Listening Habits (SL.1.1a, SL.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and Produce Rhyme (RF.K.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Going to the Beach</i> (RF.K.1)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: m/m/ (RF.K.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print, Letter Awareness, and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Response Journals</li> </ul>
		2	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Reader's Workshop</li> <li>Read-Aloud: Build Respectful Conversation Habits (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Isolation (RF.1.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Going to the Beach</i> (SL.1.1a)</li> <li>Identify Short Vowel Sounds (RF.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: a/a/ (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print, Letter Awareness, and Phonological Awareness (SL1.1, RF1.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		3	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Establishing Guidelines for Literacy Workstations</li> <li>Read-Aloud: Respectful Conversation Habits (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Onset and Rime Blending (RF.1.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Going to the Beach</i> (SL1.1a)</li> <li>Identify Short Vowels (RF1.3b, RF.1.3g)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: s/s/ (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print, Letter Awareness, and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		4	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Establishing Student Roles</li> <li>Read-Aloud: Respectful Conversation (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Isolation (RF.1.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Going to the Beach</i> (SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: t/t/ (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print, Letter Awareness, and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		5	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Getting Ready for Whole-Group Instruction: Roles During Reader's Workshop</li> <li>Read-Aloud: Respectful Conversations (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Blending (RF.1.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Going to the Beach</i> (SL1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: n/n/ (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts of Print (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Model Using the Writing Workstation</li> </ul>

Unit	Week	Day	Establishing Routines	Phonological Awareness	Shared Reading	Phonics	Shared Writing & Print Concepts	Independent Reading (this time is built establishing routines and working toward RI.1.10 & RL.1.10)
	2	6	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Reader's Workshop: Teacher and Student Roles</li> <li>Read-Aloud: Using Respectful Conversations (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish Syllables in Spoken Words (RF.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "At the Seaside" (RFK.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>i/i/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print, Concept of Word, and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Using the Writing Workstation, Reading to Self</li> </ul>
		7	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Reader's Workshop: Teacher and Student Roles</li> <li>Read-Aloud (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Blending (RF.1.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "At the Seaside" (RF.K.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>f/f/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print, Concept of Word, and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Using the Writing Workstation, Reading to Self</li> </ul>
		8	<ul style="list-style-type: none"> <li>Smooth Transitions</li> <li>Roles of the Teacher and Student</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Categorization (RF.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "At the Seaside" (SL.1.1a, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>p/p/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Using the Writing Workstation and Reading to Self</li> </ul>
		9	<ul style="list-style-type: none"> <li>Differences Between Fiction and Nonfiction Texts</li> <li>Getting Ready: Listening Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Segmentation (RF.1.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "At the Seaside" (RL1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>o/o/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing</li> <li>Concepts About Print, Concept of Word, and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Using the Writing Workstation, Reading to Self, and Building Stamina for Independent Reading</li> </ul>
		10	<ul style="list-style-type: none"> <li>Differences Between Fiction and Nonfiction Texts</li> <li>Listening Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Segmentation (RF.1.2d)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "At the Seaside" (RL1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>c/k/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing</li> <li>Concepts About Print and Phonological Awareness (SL1.1, RF1.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Using the Writing Workstation, Reading to Self, and Building Stamina for Independent Reading</li> </ul>

Unit	Week	Day	Establishing Routines	Phonological Awareness	Shared Reading	Phonics	Shared Writing & Print Concepts	Independent Reading (this time is built establishing routines and working toward RI1.10 & RL1.10)
	3	11	<ul style="list-style-type: none"> <li>Use Pictures</li> <li>Puzzles and Games Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish Syllables in Spoken Words (RF.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Our Family Stories</i></li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>h/h/</b>, <b>b/b/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Fiction</li> </ul>
		12	<ul style="list-style-type: none"> <li>Getting Ready for Whole-Group Instruction: Use Pictures</li> <li>Getting Ready: Puzzles and Games Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Blending (RF.1.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Our Family Stories</i> (SL1.1a, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>u/u/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print, Concept of Word, and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Fictional Text</li> </ul>
		13	<ul style="list-style-type: none"> <li>Getting Ready: Preview the Text</li> <li>Computers or Technology Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Addition (RF.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Our Family Stories</i> (RI1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>r/r/</b>, <b>g/g/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Fiction</li> </ul>
		14	<ul style="list-style-type: none"> <li>Use Phonics to Decode Unknown Words</li> <li>Computers or Technology Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Substitution (RF.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Our Family Stories</i> (RI1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>e/e/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Fiction</li> </ul>
		15	<ul style="list-style-type: none"> <li>Reread to Figure Out What the Text Says</li> <li>Buddy Reading Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Substitution (RF.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: <i>Our Family Stories</i> (SL1.1, L1.2e)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>d/d/</b>, <b>w/w/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Fiction</li> </ul>

Unit	Week	Day	Establishing Routines	Phonological Awareness	Shared Reading	Phonics	Shared Writing & Print Concepts	Independent Reading (this time is built establishing routines and working toward RI.1.10 & RL.1.10)
	4	16	<ul style="list-style-type: none"> <li>Visualize</li> <li>Getting Ready for Whole-Group Instruction: Buddy Reading Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Isolation (RF.1.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Making Bridges" (RL1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>l/l, j/j/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Informational Text</li> </ul>
		17	<ul style="list-style-type: none"> <li>Chunk in Words</li> <li>Buddy Reading Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Substitution (RF.1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Making Bridges" (RL1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>k/k/, y/y/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Informational Text</li> </ul>
		18	<ul style="list-style-type: none"> <li>Make Connections</li> <li>Buddy Reading Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Isolation (RF.1.2c)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Making Bridges" (RL1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>v/v/, qu/kw/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Informational Text</li> </ul>
		19	<ul style="list-style-type: none"> <li>Make Inferences</li> <li>Buddy Reading Workstation</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Blending (RF.1.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Making Bridges" (RL1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>x/ks/, z/z/</b> (RF.K.3a)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print and Phonological Awareness (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Informational Text</li> </ul>
		20	<ul style="list-style-type: none"> <li>Story Elements</li> <li>Read-Aloud: Turn and Talk Using Accountable Talk (SL.1.1, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Blending (RF.1.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Read the Big Book: "Making Bridges" (RL1.2, SL1.6)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling-Sound Correspondences: <b>a/a, e/e, i/i, /o/o, u/u/</b> (RF.K.3b)</li> <li>Blend Words (RF.1.3)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Writing</li> <li>Concepts About Print (SL1.1, RF1.2)</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of Informational Text</li> </ul>

**Grade 1 Benchmark Advance**

**Unit 1 Knowledge Strand: Government and Citizenship/ Topic: Being a Good Community Member**

Essential Question: Why do people get involved in their communities?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
1	1	Shared Read 1 (We Read)	In the Neighborhood	Informational Text	Listen and Retell Key Details (RI.1.1, RI.1.2, RI.1.10, RI.1.10a, RI.1.10b)	Short a (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.2e, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the Distinguishing Features of a Sentence (RF.1.1a)	<b>New:</b> the, see, go, she, and (RF.1.3g)	Read On-Level Text with Expression (RF.1.4a)	<b>Writing to Sources</b> Write Key Details (W.1.2)  Write a Description (W.1.2)  Write a Narrative (W.1.3)  Write a Comparison (W.1.2)	Speaking and Listening Standards are addressed throughout the unit.  Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.  Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects	Common and Proper Nouns (L.1.1b)	Apply Vocabulary in Context (L.1.2d, L.1.2e, L.1.4a)
		Shared Read 2 (I Read)	Bag It and Tag It!	Informational Text	Ask and Answer Questions for Clarification (RI.1.1, RI.1.2, RI.1.10)								
		Mentor Read 1	Hello, Community Garden!	Informational Text: Social Studies	Use Illustrations and Photos Describe Key Ideas (RI.1.7)								
		Mentor Read 2	Safe to Go!	Informational Text	Text Structure: Cause and Effect (RI.1.3, RI.1.5)								
		Decodable Readers	Mr. Dan Has a Plan; We Can Clean Up!	N/A	Compare and Contrast Two Information								

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
1	2	Shared Read 3 (We Read)	Can You Keep Earth Clean?	Informational Text	<p>Listen and Retell Key Ideas (RI.1.1, RI.1.2, RI.1.10)</p> <p>Find Text Evidence: Ask and Answer Questions for Clarification (RI.1.1)</p> <p>Find Text Evidence: Use Illustrations and Photos to Describe Key Details (RI.1.7)</p> <p>Build Vocabulary: Use Context Clues (RI.1.4)</p> <p>Find Text Evidence: Identify Reasons That Support Key Points (RI.1.2, RI.1.8)</p> <p>Use Text Features: Table of Contents (RI.1.5)</p> <p>Compare and Contrast Two Informational Texts (RI.1.9)</p>	Short i (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the Distinguishing Features of a Sentence (RF.1.1a)	<b>New:</b> play, little, you, with <b>Review:</b> the, see, go, she, and (RF1.3g)	Read On-level Text at an Appropriate Pace (RF.1.4a, RF.1.4b)	<p><b>Writing to Sources</b></p> <p>Write a Key Detail (W.1.2)</p> <p>Write a Description (W.1.2)</p> <p>Write an Narrative (W.1.3)</p> <p>Write a Comparison (W.1.2)</p>		Verb Tense (L.1.1e)	Use Context Clues (L.1.4a)
		Shared Read 4 (I Read)	Tim Can Clean	N/A									
		Extended Read 1	Being a Responsible Citizen	Informational Text: Social Studies									
		Decodable Readers	We Can Fix It!; The Big Rip	N/A									

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
1	3	Shared Read 5 (We Read)	Firefighters	Informational Text	Listen and Retell Key Details (RI.1.2, RI.1.10)	Short o (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the Distinguishing Features of a Sentence (RF.1.1a)	<b>New:</b> for, no, jump, one, have  <b>Review:</b> play, little, you, with (RF.1.3g)	Read On-Level Text with:  Accuracy (RF.1.4a)  Expression/Characterization/Feelings (RF.1.4b)  Inflection/Intonation-Pitch (RF.1.4b)	<b>Writing to Sources</b>  Write a First Person Narrative (W.1.3)  Write an Opinion (W.1.1)  Write an Answer to a Text Evidence Question (W.1.2)  Write a Play (W.1.3)  Write to Compare and Contrast Main Ideas (W.1.2)		Common and Proper Nouns (L.1.1b)  Verb Tense (L.1.1e)	Context Clues (L.1.4a)
		Shared Read 6 (I Read)	One Big Wagon!	N/A	Use Illustrations and Photos to Describe Key Ideas (RI.1.7)								
		Extended Read 2	People Who Made Contributions	Informational Text: Social Studies	Find Text Evidence: Cause and Effect (RI.1.3, RI.1.5)  Use Text Features: Glossary (RI.1.5)  Find Text Evidence: Identify Reasons That Support Key Points (RI.1.2, RI.1.8)  Compare and Contrast an Informational Text and a Biography (RI.1.9)								
		Decodable Readers	A Big Job; A Lot of Socks	N/A									

**Grade 1 Benchmark Advance**

**Unit 2 Knowledge Strand: Character/ Topic: Many Kinds of Characters**

Essential Question: How do we learn about characters?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
2	1	Shared Read 1 (We Read)	Look in a Book	Literary Text: Poem	Listen and Retell Key Details (RL.1.1, RL.1.2)	Short e (RF.1.2b, RF.1.2.c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a,)	Recognize the distinguishing features of a sentence (RF.1.1a)	New: are, said, two, look, my	Read on-level text with expression and appropriate pacing (RF.1.4a, RF.1.4b)	<b>Writing to Sources:</b>  Write a Key Detail About a Character (W.1.2)  Write a Description of a Character (W.1.1a)  Write a Dialogue (W.1.3)  Write a New Ending (W.1.3)  Write an Opinion (W.1.1)	Speaking and Listening Standards are addressed throughout the unit  Comprehension and Collaboration Standards  (SL.1.1, SL.1.2, SL.1.3,) are integrated into mini-lessons during Turn and Talk, Collaborative Conversations and Productive Engagement Activities  Presentation of Knowledge and Ideas Standards (SL.1.4, SL.1.5, SL.1.6,) are addressed in the Connect Across Discipline Projects.	Singular Nouns with Matching Verbs (L.1.1c)	Shades of Meaning Among verbs (L.1.5d, L.1.6)
		Shared Read 2 (I Read)	Little Red										
		Mentor Read 1	The Ant and the Grasshopper	Literary Text: Fable	Describe Major Events in a Story (RL.1.3)								
		Mentor Read 2	Little Red Riding Hood	Literary Text: Fairy Tale	Compare and Contrast a Character in a Fairy Tale and Fable (RL.1.9)								
		Decodable Readers	Get Well, Red Hen!; Will Red Get Well?	N/A									



Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
2	2	Shared Read 3 (We Read)	The Turtle and The Hare	Literary Text: Rhyme	Listen and Retell Key Ideas (RL.1.1, RL.1.2,)  Find Text Evidence: Describe Major Events in a Story (RL.1.3)  Find Text Evidence: Describe Characters (RL.1.3)  Find Text Evidence: Use Illustrations to Describe Events (RL.1.3, RL.1.7)  Find Text Evidence: Describe Setting (RL.1.3, RL.1.7)  Compare and Contrast Two Fairy Tales (RL.1.9)	Short u (RF.1.2b, RF.1.2.c, RF.1.2d, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b,)	Recognize the distinguishing features of a sentence (RF.1.1a)	New: come, here, to, of  Review: are, said, two, look, my (RF.1.3g)	Read on-level text with expression (RF.1.4a, RF.1.4b)	<b>Writing to Sources:</b>  Write Key Event (W.1.2)  Write an Opinion (W.1.1)  Write How a Character Feels (W.1.2)  Write a Narrative (W.1.3)  Write a Comparison (W.1.2,)		Articles (L.1.1h)  Demonstratives (L.1.1h)	Multiple Meaning Words (L.1.4a, L.1.6)
		Shared Read 4 (I Read)	Come Here, Friend	Literary Text: N/A									
		Extended Read 1	The Princess and the Pea	Literary Text: Fairy Tale									
		Decodable Readers	Big Bus; The Three Cubs	N/A									

Unit	Week	Student Reads	Selection Title	Genre		Foundational	Writing	Speaking and Listening	Language	Language
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					<b>Reading Mini-Lesson (Standards focus)</b>	<b>Phonics</b>	<b>Concepts About Print</b>	<b>High-Frequency Words</b>	<b>Fluency</b>			<b>Conventions of English</b>	<b>Vocabulary Acquisition</b>
2	3	Shared Read 5 (We Read)	Read to Me	Literary Text: poem	Listen and Retell Story Events (RL.1.1, RL.1.2, RL.1.5, RL.1.10, RL.10a, RL.1.10b)  Find Text Evidence: Describe Characters (RL.1.3)  Find Text Evidence: Identify Sensory Words and Phrases (RL.1.4)  Find Text Evidence: Describe Major Events in a Story (RL.1.3)  Compare and Contrast Two Fairy Tales (RL.1.9)	L-Blends (RF.1.2b, RF.1.2.c, RF.1.3a, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b,)	Recognize the distinguishing features of a sentence (RF.1.1a)	New: what, put, want, this, saw  Review: come, here, to, of, (RF.1.3g)	Read on-level text with appropriate rate and phrasing (RF.1.4a, RF.1.4b)  Pausing- Short Pause  Speed/ Pacing Fast	<b>Process Writing: 5 Day Process - Opinion</b>  Opinion Text: State an Opinion (W.1.1)  Opinion Text: Give Your Reasons (W.1.1)  Opinion Text: Draft (W.1.1)  Opinion Text: Revise and Edit (W.1.1, W.1.5)  Write Opinion Text: Share (W.1.1)		Articles and Demonstratives (L.1.1h)  Singular and Plural Nouns with matching verbs (L.1.1c)	Shades of Meaning Among verbs (L.1.4d, L.1.6)
Shared Read 6 (I Read)	What Is It? Riddles	Literary Text: Riddle											
Extended Read 2	The Gingerbread Man	Literary Text: Fairy Tale											
Decodable Readers	A Sled Club; Glen and Mr. Cliff	N/A											

**Unit 3 Knowledge Strand: Life Science/ Topic: Plants and Animals Grow and Change**

Essential Question: Why do living things change?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
3  11/6-11/26	1	Shared Read 1 (We Read)	Five Little Tadpoles	Literary Text	Listen and Retell Key Details (RI.1.2, RI.1.10)	r-Blends: br, cr, dr, fr, gr, pr, tr (RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4b)  Apply phonics and vocabulary in context (RF.1.2c, RF.1.3b, RF1.3g)	Recognize the distinguishing features of a sentence (RF1.1a)	<b>New:</b> now, do, which, went  <b>Review:</b> what, put, want, this, saw (RF.1.3g)	Read On-Level Text with:  Appropriate Expression and Rate (RF.1.4b)	<b>Write to Sources</b>  Write Key Details (W.1.2)  Write a Narrative (W.1.3)  Write a Description of Characters (W.1.2)  Write an Opinion (W.1.1)  Write to Compare and Contrast Informational and Narrative Texts (W.1.2)	Speaking and Listening Standards are addressed throughout the unit.  Comprehension and Collaboration Standards (SL.1.1a, SL.1.1b, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.  Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects	Use Common Nouns (L.1.1b)  Singular and Plural nouns with Matching Verbs (L.1.1c)	Make Connections Between Words and Their Use (L.1.5c, L.1.6)
		Shared Read 2 (I Read)	At the Pond	Literary Text									
		Mentor Read 1	The Amazing Life Cycle of a Frog	Informational Text: Science	Describe Sequence of Events (RI.1.2, RI.1.3)								
		Mentor Read 2	The Fox and the Robin	Literary Text: Folktale	Make Inferences About Characters (RL.1.3)  Describe Author's Purpose Using Illustrations and Events (RL.1.2, RL.1.5)  Compare and Contrast an Informational Text and a Folktale (RL.1.5, RI.1.9)								
		Decodable Readers	Fran Grabs It; Crops, Crops, Crops!	N/A									

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
3	2	Shared Read 3 (We Read)	Baby Animals	Informational Text	<p>Listen and Retell Key Ideas (RL.1.2, RL.1.10)</p> <p>Use Text Features: Use a Flowchart (RI.1.5)</p> <p>Find Text Evidence: Describe Sequence of Events (RI.1.1, RI.1.3)</p> <p>Use Text Features to Locate Information: Table of Contents (RI.1.5)</p> <p>Find Text Evidence: Analyze Author's Purpose (RI.1.7)</p> <p>Compare and Contrast Informational and Narrative Texts (RL.1.5, RI.1.9)</p>	<p>s-Blends: sk, sl, sm, sn, sp, st, sw (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4)</p> <p>Print All Upper and Lower Case Letters (RF.1.1a)</p>	<p>Recognize the distinguishing features of a sentence (RF1.1a)</p>	<p><b>New:</b> was, there, then, out</p> <p><b>Review:</b> now, do, which, went (RF1.3g)</p>	<p>Read On-Level Text with:</p> <p>Appropriate Phrasing and Expression (RF.1.4b)</p>	<p><b>Write to Sources</b></p> <p>Write a Key Idea (W.1.2)</p> <p>Write a Narrative (W.1.3)</p> <p>Write an Opinion About Text Features (W.1.1)</p> <p>Write an Answer to a Text Evidence Question (W.1.3)</p>	<p>Personal, Possessive, and Indefinite Pronouns (L.1.1d)</p> <p>Use conventional spellings for words (L.1.2d)</p> <p>Spell untaught words phonetically (L.1.2e)</p> <p>Print all upper and lower case letter (L.1.1b)</p> <p>Make connections between words and their use (L.1.5c)</p>	<p>Make Connections Between Words and Their Use (L.1.6)</p>	
		Shared Read 4 (I Read)	A Cub Grows	Informational Text									
		Extended Read 1	An Oak Tree Has a Life Cycle	Informational Text: Science									
		Decodable Readers	Stop! It's a Frog!; A Snug Cub Grows Up	N/A									

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
3	3	Shared Read 5 (We Read)	My Garden	Informational Text	Listen and Retell Key Story Events (RL.1.2)  Find Text Evidence: Use Illustrations to Understand Story Events (RL.1.2, RL.1.7)  Find Text Evidence: Describe Story Events (RL.1.3)  Find Text Evidence: Describe Characters (RL.1.7)  Compare and Contrast Informational and Narrative Texts (RL.1.5, RL.1.9)	Final Consonant Blends: nd, nk, nt, mp, st (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> who, good, by, them  <b>Review:</b> was, there, then, out (RF.1.3g)	Read On-Level Text with:  Intonation and Accuracy  Phrasing – High-Frequency Word Phrases  Expression-Characterization/Feelings (RF.1.4b)	<b>Process Writing Informational Text</b>  Write Informational Text: Brainstorm, Plan, Draft, and Revise and Edit (W.1.2, W.1.5)  Write Informational Text: Share (W.1.2, W.1.5)  Reflect on Unit Concepts (W.1.6)		Personal, Possessive, and Indefinite Pronouns (L.1.1d)  Singular and Plural Nouns with Matching Verbs (L.1.1c)  Use conventional spellings for words (L.1.2d)  Spell untaught words phonetically (L.1.2e)	Define Words by Category (L.1.5b, L.1.6)
		Shared Read 6 (I Read)	Let's Plant Seeds	Informational Text									
		Extended Read 2	The Ugly Duckling	Literary Text: Fairy Tale									
		Decodable Readers	The Best Nest; Let's Plant Seeds!	N/A									

**Unit 4 Knowledge Strand: Point of View/ Topic: Stories Have a Narrator**

Essential Question: How do people create stories?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language				
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition				
4  12/2-12/19	1	Shared Read 1 (We Read)	Fairy Tale Song	Literary Text	Listen and Retell Key Details (RI.1.2)	Consonant Digraphs: th, sh, ng (RF.1.1a, RF.1.2b, RF.1.3a, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> were, our, could, these  <b>Review:</b> who, good, by, them (RF.1.3g)	Read On-Level Text with:  Appropriate Pacing and Rhythm (RF.1.4b)	<b>Write to Sources</b>  Write Key Events (W.1.2)  Write a New Event (W.1.3, W.1.8)  Write to Describe Characters (W.1.2, W.1.8)  Write a Narrative (W.1.3, W.1.8)  Write an Opinion (W.1.1, W.1.8)	Speaking and Listening Standards are addressed throughout the unit.  Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.  Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects	Use Adjectives (L.1.1f)	Sensory Language (L.1.5a)				
		Shared Read 2 (I Read)	The King's Wish	Literary Text								Identify Who Is Telling the Story (RL.1.6)		Describe Major Events in the Story (RL.1.1.7)	Draw Inferences About Characters (RL.1.3)	Understand Sensory Language (RL.1.4)	Compare and Contrast the Adventures of Two Characters (RL.1.9)
		Mentor Read 1	The City Mouse and the Country Mouse	Literary Text: Animal Fantasy	N/A												
		Mentor Read 2	A Quiet Camping Trip	Literary Text: Realistic													
		Decodable Readers	A Fish Wish; A Cat for Trish	N/A													

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
4	2	Shared Read 3 (We Read)	Once I Saw a Little Bird	Literary Text	Listen and Retell Key Ideas (RL.1.2)	Consonant Digraphs ch, tch, wh (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3e, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)  Print All Upper and Lower Case Letters (RF.1.1a)	Recognize the distinguishing features of a sentence (RF1.1a)	<b>New:</b> once, upon, hurt, that  <b>Review:</b> were, our, could, these (RF1.3g)	Read On-Level Text with:  Expression and Accuracy (RF.1.4b)	<b>Write to Sources</b>  Write Key Details (W.1.2)  Write a Narrative (W.1.3) Write an Answer to a Text Evidence Question (W.1.2)  Write an Opinion About Characters (W.1.1)  Write a Description (W.1.2)		Commas in Dates and to Separate Words in a Series (L.1.2c)  Use conventional spellings for words (L.1.2d)  Spell untaught words phonetically (L.1.2e)	Use Context Clues (L.1.4a, L.1.6)
		Shared Read 4 (I Read)	I Saw It	Literary Text	Find Text Evidence: Identify Words and Phrases that Appeal to the Senses (RL.1.4)								
		Extended Read 1	Chicken Little	Literary Text: Folktale	Find Text Evidence: Draw Inferences About Characters (RL.1.1, RL.1.3)								
		Decodable Readers	Lunch for Patch; Mitch Helps a Frog	N/A	Find Text Evidence: Describe Setting (RL.1.3, RL.1.7)  Find Text Evidence: Describe Major Events in the Story (RL.1.3, RL.1.7)  Compare and Contrast Stories (RL.1.9)								

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
4	3	Shared Read 5 (We Read)	The Fox and Hen	Literary Text	Listen/Close Reading: Key Details (RL.1.2)  Find Text Evidence: Identify Who Is Telling the Story (RL.1.6)  Find Text Evidence: Identify Setting (RL.1.3, RL.1.7)  Find Text Evidence: Draw Inferences About Characters (RL.1.1, RL.1.3)  Compare and Contrast Characters (RL.1.9)	Three Letter Blends scr, spl, spr, squ, str (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3e, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> because, from, their, when  <b>Review:</b> once, upon, hurt, that (RF.1.3g)	Read On-Level Text with:  Appropriate Phrasing  Inflection/Intonation-Pitch  Expression-Dramatic Expression  (RF.1.4b)	<b>Process Writing Narrative</b>  Write a Narrative: Brainstorm, Plan, Draft, and Revise and Edit (W.1.3)  Write a Narrative: Share (W.1.3, W.1.5)		Commas in Dates and to Separate Words in a Series (L.1.2c)  Use Adjectives (L.1.1f)  Use conventional spellings for words (L.1.2d)  Spell untaught words phonetically (L.1.2e)	Context Clues (L.1.4a, L.1.6)
		Shared Read 6 (I Read)	One Spring Day	Literary Text									
		Extended Read 2	The Fox and the Little Red Hen	Literary Text: Fairy Tale									
		Decodable Readers	Squid Twins; Splish, Splash!	N/A									



**Grade 1 Benchmark Advance**

**Unit 5 Knowledge Strand: Technology and Society/ Topic: Technology at Work**

Essential Question: How can technology make a difference in our lives?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
5	1  1/6-1/27	Shared Read (We Read)	Go Robot, Go!	N/A	Listen and Retell Key Details (RI.1.2, RI.1.7, RI.1.10, RL.1.1, RL.1.2)	Long a (final – e) (RF.1.2a , RF.1.2.b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> why, many, right, start  <b>Review:</b> because, from, their, when (RF.1.3g)	Read on level text with:  Appropriate phrasing and expression (RF.1.4b)	<b>Writing to Sources</b>  Write a Key Detail (W.1.2)  Write an Opinion (W.1.1)  Write a Journal Entry (W.1.3)  Write a Dialogue (W.1.3)  Write to Compare and Contrast Informational and Narrative Texts (W.1.2)	Speaking and Listening Standards are addressed throughout the unit  Comprehension and Collaboration Standards (SL.1.1, SL.1.2, SL.1.3,) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations Productive Engagement activities.  Presentation of Knowledge and Ideas Standards (SL.1.4, SL.1.5, SL.1.6,) are addressed in the Connect Across Discipline	Different Kinds of Sentences (L.1.1j)	Sort Words into Categories (L.1.5a)
		Shared Read (I Read)	Make a Robot		Use Photographs to Identify Key Details (RI.1.7)								
		Mentor Read 1	Robots at Work	Literary Text: Social Studies	Understand the Connections Between Details (RL.1.3)								
		Mentor Read 2	What a Great Idea!	Literary Text: Realistic Fiction									
		Decodable Readers	Shade Lake; Blake and Shane	N/A	Describe Sequence of Events (RL.1.3)  Compare and Contrast Real and Imaginary Robots (RI.1.9)								

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
												Projects.	
5	2	Shared Read (We Read)	We're Going to the Moon	N/A	Listen and Retell Key Ideas (RI.1.2, RI.1.10)	Long o (final – e) (RF.1.2a, RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b,)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> find, how, over, under  <b>Review:</b> why, many, right, start (RF.1.3g)	Read grade level text with:  Appropriate intonation and expression (RF.1.4c)	<b>Writing to Sources</b>  Write Key Details (W.1.2, W.1.8)  Write a Series of Events (W.1.2, W.1.8)  Write an E-mail (W.1.3, W.1.8)  Write an Opinion (W.1.1, W.1.8)  Plan and Draft a Response to the Essential Question (W.1.2, W.1.8)	Use Prepositions (L.1.1i)	Affixes (L.1.4b)  Sort Words into Categories (L.1.5a, L.1.6)	
		Shared Read (I Read)	You Can Find It	N/A	Find Text Evidence: Describe Sequence of Events (RI.1.3)								
		Extended Read 1	Using Technology at Work	Informational Text: Social Studies	Use Photographs to Describe Work Settings (RI.1.7)								
		Decodable Readers	Cole and Rose; What Made this Hole?	N/A	Find Text Evidence: Use Sidebars (RI.1.5)								
					Compare and Contrast Two Informational Texts (RI.1.9)								



**Grade 1 Benchmark Advance**

**Unit 6 Knowledge Strand: Theme/ Topic: Stories Teach Many Lessons**

Essential Question: How can we learn from a mistake?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
6	1  1/28 - 2/18	Shared Read (We Read)	Lunch	N/A	Listen and Retell Key Details (RL.1.2)	Long i (final –e) (RF.1.2b, RF.1.3b, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> after, call, large, her  <b>Review:</b> try, give, far, too (RF.1.3g)	Read on-level text with appropriate phrasing (RF.1.4b)	<b>Writing to Sources</b>  Write Key Details (W.1.2)  Write a Note (W.1.3)  Write About a Key Event (W.1.3)  Write About the Central Message (W.1.1)  Write to Compare and Contrast Central Messages (W.1.2)	Speaking and Listening Standards are addressed throughout the unit  Comprehension and Collaboration Standards  (SL.1.1, SL.1.2, SL.1.3,) are integrated into mini-lessons during Turn and Talk, Collaborative Conversations and Productive Engagement Activities  Presentation of Knowledge and Ideas Standards (SL.1.4, SL.1.5, Sl.1.6,) are addressed in the Connect Across	Use Simple and Compound Sentences (L.1.1j)	Use Context Clues (L.1.4a, L.1.6)
		Shared Read (I Read)	Mike Can Fix It!	N/A	Describe Characters (RL.1.3)								
		Mentor Read 1	The Boy Who Cried Wolf	Literary Text: Fable	Describe Sequence of Events (RL.1.3, RL.1.7))								
		Mentor Read 2	The Ant and the Pigeon	Literary Text: Fable	Understand the Central Message (RL.1.2)								
		Decodable Readers	Why Kittens Hide; Grapes on a Vine	N/A	Compare and Contrast Characters in Two Literary Texts (RL.1.9)								

												Discipline Projects.		
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Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language		
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition		
6	2	Shared Read (We Read)	When I Hurry	Literary Text: Realistic	Listen and Retell Key Ideas (RL.1.2)	Long e (final –e) and Long u (final –e) (RF.1.2b, RF.1.3b, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> house, long, off, small  <b>Review:</b> after, call, large, her (RF.1.3g)	Read on-level text with expression (RF.1.4a)	<b>Process Writing: Personal Narrative</b>		Use Conjunctions (L.1.1g)	Use Affixes to Clarify Word Meaning (L.1.4b, L.1.6)		
		Shared Read (I Read)	Steve’s House		Find Text Evidence: Describe Sequence Events (RL.1.1, RL.1.3)									Personal Narrative: Brainstorm (W.1.3)	Use Context Clues (L.1.4a, L.1.6)
		Extended Read 1	When Turtle Grew Feathers	Literary Text: Choctaw Tale	Find Text Evidence: Describe Character (RL.1.3)									Personal Narrative: Planning (W.1.3)	
		Decodable Readers	Pete Mule’s Hat; Zeke and the Mule	N/A	Find Text Evidence: Understand the Central Message (RL.1.2)									Personal Narrative: Writing a Draft (W.1.3)	
					Compare and Contrast Characters and Central Message in Two Literary Texts (RL.1.9)				Personal Narrative: Add a Conclusion (W.1.3)						

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
6	3	Shared Read (We Read)	Five Brown Bears	N/A	Listen and Retell Key Story Events (RL.1.2)	Long a Vowel Teams (ai, ay) (RF.1.2b, RF.1.3b, RF.1.3f, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> brown, work, year, live  <b>Review:</b> house, long, off, small (RF.1.3g)	Read on-level text with:  Expression  Inflection/ Intonation – Stress  Phrasing-Prepositional Phrases (RF.1.4b, RF.1.4c)	<b>Process Writing: Personal Narrative</b>  Personal Narrative: Revise to Add Time Words (W.1.3, W.1.5)  Personal Narrative: Revise to Add Descriptive Details (W.1.3, W.1.5)  Personal Narrative: Edit for Capitalization (W.1.3, W.1.5)  Publish the Personal Narrative (W.1.3, W.1.6)  Share Personal Narrative (W.1.3)		Use Conjunctions (L.1.1g)  Use Simple and Compound Sentences (L.1.1j)	Inflected Endings (L.1.4c, L.1.6)
		Shared Read (I Read)	Which Train?	N/A	Find Text Evidence: Describe Sequence of Events (RL.1.2)								
		Extended Read 2	Why Mosquitoes Buss in People's Ears	Literary Text: Pourquoi Tale	Find Text Evidence: Describe Characters (RL.1.3)  Find Text Evidence: Identify the Central Message (RL.1.2)								
		Decodable Readers	A Snail in May; A Picnic Day	N/A	Compare and Contrast the Central Message in Two Literary Texts (RL.1.9)								

**Grade 1 Benchmark Advance**

**Unit 7 Knowledge Strand: History and Culture/ Topic: Past, Present, Future**

Essential Question: Why is the past important?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
7 2/19 -3/9	1	Shared Read 1 (We read)	Let's Go, Go, Go!	Literary Text: poem	Listen and Retell Key Details (RI.1.2, RI.1.10)	Long o (Teams and Single Letters) (RF.1.1a, RF.1.2a, RF.1.2b, RF.1.2.c, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, FR.1.4c)	Recognize the distinguishing features of a sentence. (RF.1.1a)	<b>New:</b> always, found, know, your	Read on-level text with appropriate phrasing and expression (RF.1.4b)	<b>Writing to Sources:</b> Write Key Idea (W.1.2)  Write a Narrative (W.1.3)  Write Events in a Sequence (W.1.2)  Write a Time Line (W.1.2)  Compare and Contrast Texts (W.1.2)	Speaking and Listening Standards are addressed throughout the unit  Comprehension and Collaboration Standards  (SL.1.1, SL.1.2, SL.1.3,) are integrated into mini-lessons during Turn and Talk, Collaborative Conversations and Productive Engagement Activities  Presentation of Knowledge and Ideas Standards (SL.1.4, SL.1.5, SL.1.6,) are addressed in the Connect Across Discipline Projects.	Possessive Nouns (L.1.1b)  Practice high frequency words (L.1.2d)	Use Context Clues (L.1.4a)
		Shared Read 2 (I Read)	From Place to Place	Literary Text: Realistic	Use Text Features: Captions (RI.1.5)								
		Mentor Read 1	Schools Days	Informational Text: Social Studies	Describe Key Ideas (RI.1.7)								
		Mentor Read 2	The Story of the White House	Informational Text: Social Studies	Listen and Retell Story Events (RI.1.1, RI.1.2)								
		Decodable Readers	Go Slow, Go Fast; Toad and His Boat; Thanks, Coach!; Soap on the Windows!	N/A	Identify Text Structure Sequence (RI.1.3, RI.1.5)  Use Text Timeline (RI.1.5)  Compare and Contrast Two Informational Texts (RI.1.5, RI.1.9)								



Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
7	2	Shared Read 3 (We Read)	Playing Games	Informational Text: poem	Listen and Retell Key Ideas (RI.1.2, RI.1.5)	Long e (Teams and Single Letters) (RF.1.2.a, RF.1.2.c, RF.1.2.d, RF.1.3b, RF.1.3c, RF.1.3g, RF.1.4a, RF.1.4b, )	Recognize the distinguishing features of a sentence. (RF.1.1a)	<b>New:</b> all, draw, people, where  <b>Review:</b> always, found, know, your (RF.1.3g)	Read on-level text with appropriate phrasing and rate (RF.1.4b)	<b>10-Day Process Writing: Informative Texts-</b>  Read an Informational Mentor text (W.1.2) (*Students analyze the text then do a quick write on a true-life topic)  Informational Text: Brainstorm (W.1.2)  Informational Text: Planning (W.1.2)  Informational Text: Writing a Draft (W.1.2)  Informational Text: Write a Title and a Conclusion (W.1.2)		Singular and Plural Nouns with Matching Verbs (L.1.1c)	Use Context Clues to Define Unfamiliar Words (L.1.4a)
		Shared Read 4 (I Read)	Fun and Games	N/A									
		Extended Read 1	Using Time Lines	Informational Text: Social Studies	Use Text Evidence: Time line (RI.1.5, RI.1.6)								
		Decodable Readers	Read a USA Time Line; We Need Bees!; Three Space Bugs; At the Beach	N/A	Use Text Features: Glossary (RI.1.5)  Find Text Evidence: Distinguish Between Information in Pictures and Text (RI.1.6)  Compare and Contrast Two Informational Texts (RI.1.5, RI.1.9)								

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
7	3	Shared Read 5 (We Read)	Hooray for Heroes	Informational Text: Social Studies	Listen and Retell Key Story Events (RI.2, RI.1.5)	Long i Vowel Teams and Single Letters (RF.1.2a, RF.1.2.c, RF.1.2d, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b, )	Recognize the distinguishing features of a sentence. Big Numbers (RF.1.1a)	<b>New:</b> again, round, they, country  <b>Review:</b> all, people, where, draw (RF.1.3g)	Read on-level text with :  Appropriate pacing, expression and intonation  Pausing – Full Stop  Rate: Speed/Pacing - Varied (RF.1.4b)	<b>10-Day Process Writing: Informative Texts-continued</b>  Informational Text: Revise to Add More Facts (W.1.2)  Informational Text: Revise to Add Visual Support (W.1.2)  Informational Text: Edit the Draft to Correct Spelling Errors (W.1.2)  Publish the Informational Text (W.1.2)  Share Informational Texts (W.1.2)		Match Singular and Plural Nouns and Verbs (L.1.1c)  Possessive Nouns (L.1.1b)	Use Context (L.1.4a)
		Shared Read 6 (I Read)	Our Flag	Literary Text: Realistic	Find Text Evidence: Captions (RI.1.5)								
		Extended Read 2	Memorials and Historic Buildings	Informational Text	Find Text Evidence: Describe Connections Between Ideas (RI.1.3)								
		Decodable Readers	High in the Sky; The Light at Night; It Flies; Fly Asks, "Why?"	N/A	Find Text Evidence: Distinguish Between Information in Pictures and Text (RI.1.6, RI.1.7)  Compare and Contrast Two Informational Texts (RI.1.9)								

**Grade 1 Benchmark Advance**

**Unit 8 Knowledge Strand: Earth Science/ Topic: Observing the Sky?**

Essential Question: Why do the sun and moon capture our imagination?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
8  3/10 - 4/16	1	Shared Read 1 (We Read)	Twinkle, Twinkle, Little Star	Literary Text: Poem	Listen and Retell Key Details (RL.1.2)	r- controlle d vowel /ar/ (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguish- ing features of a sentence (RF.1.1a)	<b>New:</b> boy, city four, great  <b>Review:</b> again, round, they, country (RF.1.3g)	Read on-level text with appropriate phrasing (RF.1.4b)	<b>Writing to Sources:</b>  Write Event (W.1.2)  Write to Describe a Story Event (W.1.2)  Write a Description (W.1.2)  Write a Narrative (W.1.3)  Compare and Contrast Informational and Narrative Texts (W.1.2)	Speaking and Listening Standards are addressed throughout the unit.  Comprehension and Collaboration Standards (SL.1.1b, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.  Presentation of Knowledge and Ideas standards (SL.1.4, SL.1.5, SL.1.6) are addressed in the Connect Across Discipline Projects	Use Pronouns (L.1.1d)	Multiple-Meaning Words (L.1.4a, L.1.6)
		Shared Read 2 (I Read)	The Night Sky	Informational Text: Science	Describe Major Events in the Story (RI.1.3)								
		Mentor Read 1	Why the Sun and the Moon Live in the Sky	Literary Text: Pourquoi Tale	Distinguish Between Information From Pictures and Text (RI.1.6)								
		Mentor Read 2	A Walk on the Moon	Informational Text: Science	Describe Connections Between Events (RI.1.3)								
		Decodable Readers	Mark Sees the Stars; Wish Upon a Star	N/A	Compare and Contrast a Folktale and an Informational Text (RI.1.9)								

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
8	2	Shared Read 3 (We Read)	Zoom, Zoom, Zoom	Informational Text: Poetry	Listen and Retell Key Ideas (RI.1.1, RI.1.7, RI.1.10)	r- Controlled Vowel: /or/ (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> away, change, laugh, move  <b>Review:</b> boy, city, four, great (RF.1.3g)	Read on-level text with appropriate phrasing (RF.1.4b)	<b>10-Day Research and Process Writing: Opinion-</b>  Read an Opinion Mentor Text (W.1.1) (*Students analyze the text then do a quick write an opinion about a topic or book.)  Opinion Text: Brainstorm (W.1.1)  Opinion Text: Planning (W.1.1) Opinion Text: Draft Opinion and Reasons (W.1.1, W.1.5)  Opinion Text: Draft a Conclusion and Title (W.1.1, W.1.5)		Verb Tense (L.1.1e)	Sensory Words (L.1.4)  Use Context Clues (L.1.4a, L.1.6)
		Shared Read 4 (I Read)	The Sun and Moon	Literary Text: N/A									
		Extended Read 1	Night and Day	Informational Text: Science	Find Text Evidence: Text Structure (RI.1.2)								
		Decodable Readers	A Night Hunt for Food; An Important Star; The North Wind and the Sun; Reach for the Moon	N/A	Distinguish Between Information from Pictures and Text (RI.1.6)  Find Text Evidence: Describe Connections Between Events (RI.1.3)  Compare and Contrast Two Informational Texts (RI.1.9)								

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards Focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
8	3	Shared Read 5 (We Read)	April Clouds	Literary Text: Poetry	Listen and Retell Key Story Events (RL.1.2)  Find Text Evidence: Describe Major Events in a Story (RL.1.3)  Find Text Evidence: Determine Central Message (RL.1.2)  Compare and Contrast an Informational Text and a Fable (RL.1.5)	r- Controlled Vowel: /ur/ (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence (RF.1.1a)	<b>New:</b> earth, every, near, school  <b>Review:</b> away, change, laugh, move (RF.1.3g)	Read on-level text with accuracy  Rate: Speed/Pacing -Slow  Expression/Characterization/Feelings (RF.1.4b)	<b>10-Day Research and Process Writing: Opinion-Continued</b>  Opinion Text: Use Linking Words (W.1.1)  Opinion Text: Revise to Add Another Reason (W.1.1, W.1.5)  Opinion Text: Edit for End Punctuation (W.1.1)  Publish the Opinion Text (W.1.1, W.1.6)  Share Opinion Text (W.1.1)		Verb Tense (L.1.1e)  Use Pronouns (L.1.1d)	Multiple-Meaning Words (L.1.4a, L.1.6)  Distinguish Shades of Meaning Among Verbs (L.1.5d, L.1.6)
		Shared Read 6 (I Read)	Cloud Shapes	N/A									
		Extended Read 2	Wind and Sun	Literary Text: Fable									
		Decodable Readers	Red Bird Chirps; Thunder and Lightning; Our Turning Planets; Star Patterns	N/A									

Essential Question: Why do people trade with each other?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
4/7-4/27	1	Shared Read 1 (We Read)	The Breakfast Trade	Literary Text	Listen and Retell Key Details (RI.1.1, RI.1.2,	/ou/ (RF.1.2a, RF.1.2c,	Recognize the distinguishing features of a sentence: Punctuation (RF.1.1a)	<b>New:</b> before, done, about, even	Read on-level text with appropriate pacing and intonation (RF.1.4b)	<b>Process Writing: Informational Text</b>  Read to find facts (W.1.2, W.1.5)  Listen and View to Find Facts (W.1.2, W.1.7, W.1.8)  Organize a Draft (W1.2, W1.7, W1.8)  Drafting(W.1.2, W1.5, W1.7)	Speaking and Listening Standards are addressed throughout the unit Comprehension and Collaboration Standards (SL.1.a, SL.1.1b, SL.1.2, SL.1.3,) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.  Presentation of Knowledge and Ideas Standards (SL.1.4, SL.1.5, Sl.1.6,) are addressed in the Connect Across Discipline Projects.	Use Commas (L.1.2c)	Understand Multiple-Meaning Words (L.1.4a, L.1.6)
		Shared Read 2 (I Read)	Trading Then and Now	Literary Text: Poetry	RI.1.3, RI.1.5,	RF.1.2b, RF.1.3b,		<b>Review:</b> every, near, school, earth (RF.1.3g)					
		Mentor Read 1	From Dairy Farm to You	Informational Text: Procedural	RI.1.10, RI.1.10a, RI.1.10b)	RF.1.3f, RF.1.3g							
		Mentor Read 2	The Most Important Service	Informational Social Studies	Make Connections Between Events in a Text (RI.1.3)	RF.1.4a, RF.1.4b)							
		Decodable Readers	In Our Town; Round Town	N/A	Identify Author's Purpose (RI.1.1, RI.1.2, RI.1.5, RI.1.7, RI.1.8)  Identify Author's Reason (RI.1.8)  Compare and Contrast an Informational and an Opinion Text (RI.1.9)								

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (Standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
9	2	Shared Read 3 (We Read)	A Pet Needs a Vet	Informational Text	Listen and Retell Key Ideas  (RI.1.2, RI.1.5, RI.1.7,	/oi/  (RF.1.2.b, RF.1.2c,	Recognize the distinguishing features of a sentence: Punctuation: End Punctuation (RF.1.1a)	<b>New:</b> walk, buy, only, through  <b>Review:</b> before, done, about, even  (RF.1.3g)	Read on-level Text with expression (RF.1.4b)	<b>Process Writing: Informational Report</b>  Analyze a Prompt and Read a Mentor Text (W.1.2)  Brainstorm (W.1.2, W.1.7)  Find Details in Text Sources (W.1.2, W.1.7)  Find Facts in Media Sources (W.1.2, W.1.7)  Planning (W.1.2, W.1.5, W.1.7)	Adjectives (L.1.1f)	Root Words and Their Inflectional Endings (L.1.4c)	
		Shared Read 4 (I Read)	Good Boy Scruffs!	Literary Text	RI.1.10,  RI.1.10a,  RI.1.10b)	RF.1.2d,  RF.1.2e,  RF.1.3b,  RF.1.3g,			Multiple-Meaning Words (L.1.4a)				
		Extended Read 1	In My Opinion... Goods and Services are Important	Informational Text: Social Studies	Find Text Evidence: Identify Author's Reasons (RI.1.8)	RF.1.4a, RF.1.4b)							
		Decodable Readers	Cole and Rose; What Made this Hole?	N/A	Find Text Evidence: Information in a Text (RI.1.1, RI.1.3)  Find Text Evidence: Describe the Connection Between Individuals (RI.1.1, RI.1.3)  Compare and Contrast Opinion Texts (RI.1.9)								





**Grade 1 Pacing Guide for Benchmark Advanced**

**Unit 10 Knowledge Strand Physical Science**

Essential Question: How would our lives be different without sound and light?

Interactive Read Aloud: Over the course of the unit, you may choose a recommended trade book or from these selections provided in the Read-Aloud Handbook.

\*Small Group Instruction: All students will have access to grade-level text during small group Tier 1 instruction (these text titles are provided by Benchmark for each unit in the Components at a Glance section)

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
10	1	Shared Read 1 (We Read)	I Know All the Sounds That the Animals Make	Informational Text	Listen and Retell Key Details (RI.1.1, RI.1.2, RL.1.2)	Silent Letters (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence: Punctuation (RF.1.1a)	<b>New:</b> better, carry, learn, very  <b>Review:</b> does, another, wash, some (RF.1.3g)	Read on-level text with expression (RF.1.1b)	<b>Process Writing: Sensory poem</b>  Brainstorm Ideas for a Sensory Poem (W.1.5)  Draft a Sensory Poem (W.1.5)  Revise a Sensory Poem (W.1.5)  Publish and Share a Sensory Poem (W.1.5, W.1.6)	Speaking and Listening Standards are addressed throughout the unit.  Comprehension and collaboration Standards (SL.1.1, SL.1.2, SL.1.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement strategies.  Presentation of knowledge and Ideas standards (SL.1.4, SL.1.5, S.1.6) are addressed in the Connect Across Discipline Projects	Expand Compound Declarative Sentences (L.1.1.j)	Apply Phonics and Vocabulary in Context (L.1.2d, L.1.2e)
		Shared Read 2 (I Read)	Do You Know Me?	Literary	Identify Words and Phrases That Appeal to the Senses (RL.1.4)							Expand Compound Interrogative Sentences (L.1.1j)	Use Context Clues (L.1.4a, L.1.6)
		Mentor Read 1	Sounds I Love!	Literary Text: Poetry								Expand Compound Imperative sentences (L.1.1j)	
		Mentor Read 2	Shadow Puppets	Informational Text: Procedural								Expand Compound Exclamatory Sentences (L.1.1j)	
		Decodable Readers	Do you Know Me?, Know About Storms; Know and Grow	N/A	Draw Inferences About Story Elements (RL.1.3)  Use Illustrations to Understand Text (RI.1.6, RI.1.7)  Compare and Contrast a Poem and an Informational Text (RI.1.9)							Expand Compound Sentences (L.1.1j)	

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
10	2	Shared Read 3 (We Read)	I Clap My Hands	Literary text	Listen and Retell Key Details (RL.1.2, RL.1.6)	/ô/ (RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence: Capitalization (RF.1.1a)	<b>New:</b> mother, father, never, below  <b>Review:</b> better, carry, learn, very (RF.1.3g)	Read on-level text with expression (RF.1.4a, RF.1.4c)	<b>Process Writing: Acrostic Poem</b>  Brainstorm Ideas for an Acrostic Poem (W.1.5)  Draft an Acrostic Poem (W.1.5)  Revise an Acrostic Poem (W.1.5)  Publish and Share an Acrostic Poem (W.1.5, W.1.6)		Use Conjunctions (L.1.1g)	Use Context Clues (L.1.4a, L.1.6)  Multiple-Meaning Words (L.1.4a, L.1.6)  Make Connections Between Words and Their Use (L.1.5c, L.1.6)
		Shared Read 4 (I Read)	Loud All Around	Literary text	Find Text Evidence: Identify Words and Phrases that Appeal to the Senses (RL.1.4)								
		Extended Read 1	I Hear with My Ears	Literary Text: Realistic Fiction	Find Text Evidence: Draw Inferences About Story Elements (RL.1.3, RL.1.7)								
		Decodable Readers	Paul Takes a Walk; Do You Caw Too?; The Shell That Crawled; A Walk in the Woods	N/A	Find Text Evidence: Identify Compare and Contrast Text Structure (RL.1.3)  Compare and Contrast a Rhyming Narrative and a Poem (RL.1.9)								

Unit	Week	Student Reads	Selection Title	Genre	Reading Mini-Lesson (standards focus)	Foundational				Writing	Speaking and Listening	Language	Language
						Phonics	Concepts About Print	High-Frequency Words	Fluency			Conventions of English	Vocabulary Acquisition
10	3	Shared Read 5 (We Read)	My Shadow	Informational Text	Listen and Retell Key Details (RI.1.2, RI.1.5, RI.1.10)	Long e Spelled y, -ey (RF.1.2b, RF.1.2c, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.3g, RF.1.4a, RF.1.4b)	Recognize the distinguishing features of a sentence: Capitalization (RF.1.1a)	<b>New:</b> blue, answer, eight, any  <b>Review:</b> mother, father, never, below (RF.1.3g)	Read on-level text with appropriate:  Prosody: Intonation (RF.1.1a)  Speed/Pacing-Slow (RF.1.1b)  Expression-Dramatic Expression (RF.1.4b)	<b>Reflect on Writing</b>  Reflect on Narrative Writing (W.1.3)  Reflect on Informational Writing (W.1.2)  Reflect on Opinion Writing (W.1.1)  Reflect on Poetry Writing (W.1.5)		Use Conjunctions (L.1.1g)  Expand Compound Declarative and Imperative Sentences (L.1.1j)	Use Context Clues (L.1.4a, L.1.6)  Affixes (L.1.4b)
		Shared Read 6 (I Read)	Light and Shadow	Informational Text	Find Text Evidence: Use Text Features to Locate Key Facts (RI.1.5)								
		Extended Read 2	The Light Around Us	Informational Text: Science	Find Text Evidence: Use Text Features to Understand Text (RI.1.7)								
		Decodable Readers	City Lights; City Sounds	N/A	Compare and Contrast A Rhyming Narrative and Informational Text (RI.1.5, RI.1.9)								