

Week	Date	Eligible Content	Concepts/Skills	Instructional Resources:
1	8/27 (3 Days)	Review	Review RR: UNIT 4 LESSON 1 (Sing a song about short vowel sounds)	West Virginia Reading First Phonics Lessons, The Road to Reading, Guided Reading Leveled Books (fiction and nonfiction texts), Scott-Foresman Reading Series, Poems, Journals, Read-Alouds, Student Selected Books, Magazines, Newspapers, Fliers
2	9/3 (4 Days)	Review R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional	Review RR: UNIT 4 LESSONS 4-5 (Identify letter for medial short vowel sound and identify medial short vowels in words)	RR: PAGES 69-72 Alliteration Phrase for the Week: Alligator Al ate an apple and an ant at the Alligator's airport.
3	9/10	R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction. CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text. R3.B.3.3.3 Interpret graphs and charts and/or make connections between text and the content of graphics and charts. R3.A.1.6.1 Identify author's intended purpose of text (narrative or poetic)	WV: CVC - SHORT a RR: UNIT 5 LESSONS 1-2 (Segment sounds in words; blend sounds to make words. Use chips and letter tiles to represent sounds in words) Comprehension: Text Purpose, Character, Classifying	WV: WEEK 1, SKILL 2, CVC - SHORT a RR: PAGES 83-86 GR Leveled Books Volume 1: Lunch, TM: 60 Alliteration Phrase for the Week: Bobby Bear baked a big blueberry bun for baby bear's birthday.
4	9/17	R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional R3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text. R3.A.2.6.1 Identify author's intended purpose of text (informational, biographical, or instructional (practical/how-to text)).	WV: CVC - SHORT i RR: UNIT 5 LESSONS 3-4 (Sort words by final sounds, Build CVC words) Comprehension: Text Purpose, Main Idea and Supporting Details	WV: WEEK 1, SKILL 2, CVC - SHORT i RR: PAGES 87-90 GR Leveled Books Lots of Dads, TM: 98 Alliteration Phrase for the Week: Can Cool Cat count the candles on Coco the Clown's cake?

5	9/24	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction.</p> <p>CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text.</p> <p>PLOT (may also be called action): Identify, explain, interpret, compare, and/or describe elements of the plot (sequence of events). Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.)</p> <p>R3.A.1.6.1 Identify author's intended purpose of text (narrative or poetic).</p>	<p>WV: CVC - SHORT o RR: UNIT 5 LESSONS 5-8 (Build CVC words in word ladders; Build CVC words with letter tiles) Comprehension: Text Purpose, Character, Plot, Sequence Antonyms (TM: 253)</p>	<p>WV: WEEK 1, SKILL 2, CVC - SHORT o RR: PAGES 91-94 GR Leveled Books Tumble Bumble, TM: 180 Alliteration Phrase for the Week: Did Dudley Duck dance at the door with his dad's drum?</p>
6	10/1	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction.</p> <p>CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text.</p> <p>SETTING Identify, explain, interpret, compare, and/or describe the setting (when and/or where a story or personal narrative takes place)</p> <p>R3.B.1.2.1 Identify, interpret, compare, and/or describe connections between text.</p> <p>R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p> <p>R3.A.1.6.1 Identify author's intended purpose of text (narrative or poetic).</p>	<p>WV: CVC - SHORT e RR: UNIT 5 LESSONS 7-8 (Read CVC word; sort words by vowel, Find pairs of CVC words that are alike in some way) Comprehension: Text Purpose, Character, Setting (Oh Cats!), Connections between texts (TM: 38) Antonyms (TM: 16-17)</p>	<p>WV: WEEK 1, SKILL 2, CVC - SHORT e RR: PAGES 95-98 GR Leveled Books Volume 2: The Nap/Oh Cats! TM: 10a-41e Alliteration Phrase for the Week: Ellie Elephant eats eleven enormous eggs every evening!</p>
7	10/8 (4 Days)	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.B.1.2.1 Identify, interpret, compare, and/or describe connections between text.</p> <p>R3.B.1.1.1 Identify, interpret, compare and/or describe elements of the plot (cause/effect).</p>	<p>WV: CVC - SHORT u RR: UNIT 5 LESSONS 9-10 (Build and read sentences with CVC words, Find and read CVC words in stories) Comprehension: Cause/Effect, Connections between texts (TM: 62-63)</p>	<p>WV: WEEK 1, SKILL 2, CVC - SHORT u RR: PAGES 99-102 GR Leveled Books Look at That/Can You Find It? TM: 42a-67e Alliteration Phrase for the Week: Freddy Frog fired five fresh fish for his friend, a fluffly fox.</p>
8	10/15	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.A.1.5.1 Summarize the key details and events of a fictional text.</p> <p>R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.</p>	<p>WV: CVC REVIEW RR: ASSESS ALL STUDENTS ON UNIT 5 (SEE CD FOR ALL ASSESSMENT MATERIALS) Comprehension: Summarize, Connections between texts (TM: 104-105)</p>	<p>WV: WEEK 1, SKILL 2, CVC REVIEW RR: ASSESS ALL STUDENTS ON UNIT 5 (SEE CD FOR ALL ASSESSMENT MATERIALS) GR Leveled Books What Did I See?/I Went Walking TM: 88a-109e Alliteration Phrase for the Week: Hippy Hippopotamus has hundreds of hats in his house!</p>

9	10/22	R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional R3.B.1.1.1 Identify interpret, compare, and/or describe components of fiction SETTING Identify, explain, interpret, compare, and/or describe the setting (when and/or where a story or personal narrative takes place). R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.	WV: CONSONANT DIGRAPH - ch RR: UNIT 6 LESSON 1 (Sort words by beginning digraphs) Comprehension: Setting. Connections between texts (TM: 134-135)	WV: WEEK 1, SKILL 4, CONSONANT DIGRAPH - ch RR: PAGES 105-106 GR Leveled Books Fish Mix/How Many Fish? TM: 110a-141e Alliteration Phrase for the Week: IS Ingrid the Inchworm invited for ice cream inside the igloo?
10	10/29 *End of the 1st Nine Weeks on Thurs.	R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional R3.A.2.6.1 Identify author's intended purpose of text (informational, biographical, or instructional (practical/how-to text)). R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts. R3.A.2.1.2 Identify and/or interpret the meaning of content specific words used in text.	WV: CONSONANT DIGRAPH - sh RR: UNIT 6 LESSON 2 (Sort words by beginning blends) Comprehension: Text Purpose/Author's Purpose, Connections between texts (TM: 154-155), Context Clues (content specific)	WV: WEEK 1, SKILL 4, CONSONANT DIGRAPH - sh RR: PAGES 107-108 GR Leveled Books Jog, Jog, Frog/Tadpole to Frog TM: 142a-161e Additional resources to expand on text purpose/ author's purpose : Newspapers, Magazines and Fliers Alliteration phrase for the Week: Jo-Jo, a jolly jester, enjoys juggling jelly jars in pajamas.
11	11/5	R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional R3.A.1.3.1 Make inferences and/or draw conclusions based on information from the text. R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text. R3.A.1.2.1 Identify, interpret, compare and/or describe connections between texts.	WV: CONSONANT DIGRAPH - th RR: UNIT 6 LESSON 3 (Recognize beginning blends and digraphs in words) Comprehension: Drawing Conclusions, Connections between texts (TM:186) Antonyms (TM: 170a)	WV: WEEK 1, SKILL 4, CONSONANT DIGRAPH - th RR: PAGES 109-110 GR Leveled Books A Big Job/Sweet Potato Pie TM: 162a-189e Alliteration Phrase for the Week: King Kangaroo likes to keep keys on his kites.
12	11/12	R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction. CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text. R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts. R3.B.2.1.1 Identify, explain, and/or interpret examples of personification in text.	WV: CONSONANT DIGRAPH - wh, ph RR: UNIT 6 LESSON 4 (Read words with beginning blends and digraphs) Comprehension: Compare/Contrast (Character), Connections between texts (TM: 94), Personification	WV: WEEK 1, SKILL 4, CONSONANT DIGRAPH - wh, ph RR: PAGES 111-112 GR Leveled Books Volume 3: The Big Mess/The Little Red Hen TM: 10a-37e Alliteration Phrase for the Week: Lenny Lion likes looking at little lizards climbing ladders.
13	11/19 (2.5 Days)	Thanksgiving Activities	Thanksgiving Activities	Teacher & Library Books
14	11/26 (4 Days)	R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional R3.A.1.3.1 Make inferences and /or draw conclusions based on information from text. R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.	WV: CONSONANT DIGRAPH - ck RR: UNIT 6 LESSON 5 (Fill in beginning blends and digraphs and read stories) Comprehension: Drawing Conclusions, Connections between texts (TM:70)	WV: WEEK 1, SKILL 4, CONSONANT DIGRAPH - ck RR: PAGES 113-114 GR Leveled Books Yes, We Want Some Tool/Cat Traps TM: 38a-73e Alliteration Phrase for the Week: Mr. Monkey makes maps for mice on motorcycles.

15	12/3	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.</p> <p>R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.</p> <p>R3.A.1.1.1 Identify and/or interpret meaning of multiple meaning words used in text.</p> <p>R3.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text.</p>	<p>WV: CONSONANT DIGRAPH REVIEW ch, sh, th, wh, ph, ck</p> <p>RR: UNIT 6 LESSON 6 AND UNIT 7 LESSONS 11-12 (Sort words by ending letter pairs, including ng and nk, identify homophone pairs and their meanings. Fill in the vowels and read homophones in jokes)</p> <p>Comprehension: Main Idea, Connections between texts. (TM: 98-99). Homonyms (Biscuit) - for, to, hear, be, one (TM: 82a)</p>	<p>WV: WEEK 1, SKILL 4, CONSONANT DIGRAPH REVIEW RR: PAGES 115-116 AND 147-150 GR Leveled Books My Buddy Stan/Biscuit TM: 74a-105e</p> <p>Alliteration Phrase for the Week: Nurse Nora found a necklace and nine nickels in a robin's nest.</p>
16	12/10	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.A.2.6.1 Identify author's intended purpose of text (informational, biographical, or instructional (practical/how-to text)).</p> <p>R3.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R3.A.2.5.1 Summarize the major points, processes, and/or events of a nonfictional text as a whole.</p> <p>R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.</p> <p>R3.A.2.1.1 Identify and/or interpret the meaning of multiple meaning words in text.</p> <p>R3.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.</p>	<p>WV: CONSONANT BLENDS - R BLENDS RR: UNIT 6 LESSONS 7-8 (Count sounds in words and match to letters, Build words with blends and digraphs in word ladders)</p> <p>Comprehension: Text Purpose/Author's Purpose, Classification, Summarize, Connections between texts (TM: 122-123), Homonyms (Trucks) - tow, haul, mail (TM: 106K, 114a), Context Clues (content specific words)</p>	<p>WV: WEEK 1, SKILL 3 CONSONANT BLENDS - R BLENDS RR: PAGES 117-120 GR Leveled Books Trucks/Communities TM: 106a-127e</p> <p>Alliteration Phrase for the Week: Old Oliver Octopus often offers olives to others in the ocean.</p>
17	12/17 (4.5 Days)	<p>REVIEW</p> <p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p>	<p>WV: CONSONANT BLENDS - REVIEW S BLENDS RR: UNIT 6 LESSON 9 (Read words with blends and digraphs in sentences) Comprehension: Review Activities Christmas</p>	<p>WV: WEEK 1, SKILL 3 CONSONANT BLENDS - S BLENDS RR: PAGES 121-122 GR Leveled Books Teacher & Library Books Christmas Activities</p> <p>Alliteration Phrase for the Week: Penelope Pig put pumpkin pie on purple paper plates.</p>
18	12/24th-28th	<p>NO SCHOOL</p>	<p>NO SCHOOL</p>	<p>NO SCHOOL</p>
19	12/31 (3 Days)	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. Determine the meaning of words and phrases in a text.</p> <p>R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.</p>	<p>WV: CONSONANT BLENDS - Review S BLENDS RR: UNIT 6 LESSON 10 (Read names and abbreviations of people and places in addresses) Comprehension: Context Clues, Connections between texts (TM:148)</p>	<p>WV: WEEK 1, SKILL 3 CONSONANT BLENDS - Review S BLENDS RR: PAGES 123-124 GR Leveled Books Fox & Bear/Fox & Bear Look at the Moon TM: 128a-151e</p> <p>Alliteration Phrase for the Week: Queen Quinella of Quincy keeps quarters on her quilt.</p>

20	1/7	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction.</p> <p>CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text.</p> <p>SETTING Identify, explain, interpret, compare, and/or describe the setting (when and/or where a story or personal narrative takes place)</p> <p>PLOT (may also be called action); Identify, explain, interpret, compare, and/or describe elements of the plot (sequence of events). Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.)</p> <p>R3.A.1.6.1 Identify author's intended purpose of text (narrative or poetic).</p> <p>R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.</p>	<p>WV: CONSONANT BLENDS - L BLENDS RR: ASSESS ALL STUDENTS ON UNIT 6 (SEE CD FOR ALL ASSESSMENT MATERIALS)</p> <p>AND</p> <p>PAGES133-194 (contractions) GR Leveled Books 1 Can Read/Lilly Reads TM: 152a-173e</p> <p>Alliteration Phrase for the Week: Ricka Raccoon rides in her red rocket over the rainbow.</p>	<p>WV: WEEK 1, SKILL 3 CONSONANT BLENDS - L BLENDS RR: ASSESS ALL STUDENTS ON UNIT 6 (SEE CD FOR ALL ASSESSMENT MATERIALS)</p>
21	1/14 *End of the 2nd Nine Weeks on Thurs.	<p>R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction.</p> <p>CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text.</p> <p>SETTING Identify, explain, interpret, compare, and/or describe the setting (when and/or where a story or personal narrative takes place)</p> <p>PLOT (may also be called action); Identify, explain, interpret, compare, and/or describe elements of the plot (sequence of events). Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.)</p> <p>R3.A.1.6.1 Identify author's intended purpose of text (narrative or poetic).</p> <p>R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.</p>	<p>WV: CONSONANT BLENDS - REVIEW R, S, AND L BLENDS RR: UNIT 7 LESSONS 1-2 (Sort pictures and words by sound and spelling pattern. Add a final e to CVC words and read the words)</p> <p>Comprehension: Text Purpose/Author's Purpose, Character, Setting, Plot, Connections between texts (TM: 38)</p>	<p>WV: WEEK 1, SKILL 3 CONSONANT BLEND REVIEW R, S, AND L BLENDS RR: PAGES 127-130 GR Leveled Books Volume 4: Red Stone Game/ The Gingerbread Man TM: 10a-41e</p> <p>Alliteration Phrase for the Week: Silly Sally Seal swims in her sister's swimsuit under the summer sun.</p>
22	1/22 (4 Days)	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.</p> <p>R3.B.1.1.1 Identify, interpret, compare and/or describe elements of the plot.</p>	<p>WV: LONG VOWELS - LONG a (CVCe) RR: UNIT 7 LESSONS 3-4 (Build and read words with final silent e, Build and read CVC, CVCe, and CVCe words)</p> <p>Theme, Connections between texts</p>	<p>WV: WEEK 1, SKILL 5 LONG VOWELS - LONG a (CVCe) RR: PAGES 131-134 GR Leveled Books The Same as You/Cherry Pies and Lullabies TM: 42a-75e</p> <p>Alliteration Phrase for the Week: Tiger Tim tiptoed past ten teeny tiny tents.</p>

23	1/28	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.A.2.6.1 Identify author's intended purpose of text (informational, biographical, or instructional (practical/how-to text)).</p> <p>R3.A.2.4.1 Identify and explain stated or implied main ideas and relevant supporting details from nonfictional text.</p> <p>R3.B.1.2.1 Identify, compare and/or describe connections between texts.</p>	<p>WV: LONG VOWELS - LONG i (CVCe) RR: NONE GR Leveled Books Comprehension: Text Purpose/Author's Purpose, Main Idea (nonfictional text), Connections between texts (TM:96)</p>	<p>WV: WEEK 1, SKILL 5 LONG VOWELS - LONG i (CVCe) RR: NONE GR Leveled Books Rose and Grandma/Our Family Get-together TM: 76a-103e Alliteration Phrase for the Week: Ula the Unicorn is usually unhappy under an ugly umbrella.</p>
24	2/4	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.A.1.6.1 Identify author's intended purpose of text (narrative or poetic).</p> <p>R3.B.3.2.1 Identify exaggeration (bias) where present in nonfictional text (use magazines, newspapers, fliers)</p> <p>R3.B.1.2.1 Identify, compare, and/or describe connections between texts.</p> <p>R3.B.1.2.2 Identify and/or interpret examples of personification in text.</p>	<p>WV: LONG VOWELS - LONG o (CVCe) RR: NONE Comprehension: Author's Purpose, Connections between texts (TM:124), Exaggeration (bias) where present in nonfictional text, Personification (TM: 114-115)</p>	<p>WV: WEEK 1, SKILL 5 LONG VOWELS - LONG o (CVCe) RR: NONE GR Leveled Books Rolling Rice Cake/Rat & Cat TM: 104a-131e Additional materials to expand on Text Purpose/Author's Purpose: Newspapers, Magazines and Fliers Alliteration Phrase for the Week: Victoria Vulture visits volcanoes in a velvet vest</p>
25	2/11 (4 Days)	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction.</p> <p>CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text.</p> <p>SETTING Identify, explain, interpret, compare, and/or describe the setting (when and/or where a story or personal narrative takes place)</p> <p>PLOT (may also be called action); Identify, explain, interpret, compare, and/or describe elements of the plot (sequence of events and conflict/problem and solution). Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.)</p> <p>R3.A.1.6.1 Identify author's intended purpose of text (narrative or poetic).</p> <p>R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts.</p> <p>R3.B.1.2.2 Identify and/or interpret examples of personification in text.</p> <p>R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p>	<p>WV: LONG VOWELS - LONG u (CVCe) RR: NONE Comprehension: Text Purpose/Author's Purpose, Character, Setting, Plot (sequence of events and conflict/problem and solution), Connections between texts (TM: 152) (TM:140a), Personification</p>	<p>WV: WEEK 1, SKILL 5 LONG VOWELS - LONG u (CVCe) RR: NONE GR Leveled Books June and Mule/Slim Luke and Mules TM: 132a-157e Alliteration Phrase for the Week: Wally Walrus always wears a wig walking with a wagon.</p>
26	2/18 (4 Days)	<p>See Eligible Content from Week 25</p> <p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p>	<p>WV: LONG VOWELS - REVIEW LONG VOWELS ALL COMBINED (CVCe) a, i, o, and u RR: NONE Comprehension: Text Purpose/Author's Purpose, Character, Setting, Plot, Connections between texts (TM:182), Synonyms (TM: 166a), Personification</p>	<p>WV: WEEK 1, SKILL 5 LONG VOWELS - REVIEW LONG VOWELS ALL COMBINED (CVCe) a, i, o, u RR: NONE GR Leveled Books Riddle Dee Dee/ The Riddles TM: 158a-187e Alliteration Phrase for the Week: X-ray expert Baxter Fox found six saxaphones in a box.</p>

27	2/25	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.A.1.3.1 Make inferences and/or draw conclusions based on information from a fictional text (Author's Reading Race).</p> <p>R3.A.2.3.1 Make inferences and/or draw conclusions based on information from a nonfictional text (A Real Gift).</p> <p>R3.A.2.5.1 Summarize major points, processes and/or events of a nonfictional text as a whole (A Real Gift).</p> <p>R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p>	<p>WV: PREDICTABLE VOWEL TEAMS - oy, oi RR: UNIT 8 LESSON 9 (Connect words by meaning) Comprehension: Drawing Conclusions, Summarize, Antonyms and Synonyms (TM: 41C)</p>	<p>WV: WEEK 1, SKILL 6 PREDICTABLE VOWEL TEAMS - oy, oi RR: PAGES 169-170 GR Leveled Books Volume 5: A Real Gift/Arthur's Reading Race TM: 10a-43e Alliteration Phrase for the Week: Yetty the Yak enjoys playing with my yo-yo in your yard.</p>
28	3/4	<p>R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional</p> <p>R3.B.1.1.1 Identify, interpret, compare and/or describe elements of the plot (conflict/problem, sequence of events, cause/effect, and solution).</p> <p>R3.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text.</p> <p>R3.B.1.2.2 Identify and/or interpret examples of personification in text.</p>	<p>WV: PREDICTABLE VOWEL TEAMS - ai, ay RR: UNIT 8 LESSON 2 and UNIT 9 LESSON 8 (Build and read contractions) Comprehension: Cause/Effect, Compare and Contrast, Antonyms (TM: 52a) Personification, Contractions (TM:44j)</p>	<p>WV: WEEK 1, SKILL 6 PREDICTABLE VOWEL TEAMS - ai, ay RR: PAGES 155-156 GR Leveled Books A Big Day for Jay/Lost TM: 44a-81e Alliteration Phrase for the Week: Zelda Zebra zips through the Zanzibar Zoo with a dozen pizzas.</p>
29	3/11 (4 Days)	<p>R3.B.3.3.2 Text Organization Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R3.B.3.1.1 Fact and Opinion Identify and/or interpret statements of fact and opinion in nonfictional text.</p>	<p>WV: PREDICTABLE VOWEL TEAMS - au, aw RR: NONE Comprehension: Text Organization, Fact and Opinion</p>	<p>WV: WEEK 1, SKILL 6 PREDICTABLE VOWEL TEAMS - au, aw RR: NONE GR Leveled Books Baby Otter Grows Up/ Foal TM: 82a-109e</p>
30	3/18	<p>R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction.</p> <p>CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text.</p> <p>SETTING Identify, explain, interpret, compare, and/or describe the setting (when and/or where a story or personal narrative takes place)</p> <p>PLOT (may also be called action): Identify, explain, interpret, compare, and/or describe elements of the plot (cause and effect, conflict/problem, sequence of events). Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.)</p>	<p>WV: PREDICTABLE VOWEL TEAMS - ew, eu RR: UNIT 6 LESSON 3 (Analyze letter/sound patterns in words with ow, aw and ew) Comprehension: Character, Setting, Plot, Cause and Effect, Conflict/Problem, Sequence of Events</p>	<p>WV: WEEK 1, SKILL 6 PREDICTABLE VOWEL TEAMS - ew, eu RR: PAGES 157-158 GR Leveled Books What a Sight/Lost in the Museum TM: 110a-147e</p>
31	3/25 (3 Days) *End of the 3rd Nine Weeks on Wed.	Review	Review	Review

32	4/1 (4 Days)	<p>R3.A.2.6.1 Identify author's intended purpose of text (informational, biographical, or instructional (practical/how-to text)).</p> <p>R3.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details.</p> <p>R3.B.3.3.1 Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause /effect or problem and solution.</p> <p>R3.B.3.1.1 Identify and/or interpret statements of fact and opinion in nonfictional text.</p> <p>R3.A.2.1.1 Identify and/or interpret the meaning of multiple meaning words in text.</p> <p>R3.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>R3.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.</p>	<p>WV: PREDICTABLE VOWEL TEAMS - oa RR: UNIT 8 LESSON 12 AND UNIT 10 LESSONS 2-4 (Identify, read, and understand the meaning of homophones. Make trigrams of compound words. Build and read compound words. Find word parts in compound words and read the words)</p> <p>Comprehension: Text Purpose/Author's Purpose, Text Organization, Context Clues, Main Idea Homonyms Fact and Opinion (Tm: 158-159, 166-169) (Tm: 156a)</p>	<p>WV: WEEK 1, SKILL 6 PREDICTABLE VOWEL TEAMS - oa RR: PAGES 175-176 AND 203-208 GR Leveled Books Chompy's Afternoon/Dinosaur Babies 148a-181e TM:</p>
33	4/8	<p>R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction.</p> <p>CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text.</p> <p>SETTING Identify, explain, interpret, compare, and/or describe the setting (when and/or where a story or personal narrative takes place)</p> <p>PLOT (may also be called action); Identify, explain, interpret, compare, and/or describe elements of the plot (cause and effect, conflict/problem, sequence of events). Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.)</p>	<p>WV: PREDICTABLE VOWEL TEAMS - igh, y RR: UNIT 11 LESSONS 1-2 (Listen for sounds of inflectional endings. Build and read words with inflectional endings)</p> <p>Comprehension: Character, Setting, Plot (cause/effect)</p>	<p>WV: WEEK 1, SKILL 6 PREDICTABLE VOWEL TEAMS - igh, y RR: PAGES 225-228 GR Leveled Books True Story Abbie Burgess/The Bravest Cat 182a-215e TM:</p>
34	4/15	<p>R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction.</p> <p>CHARACTER Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within text.</p> <p>SETTING Identify, explain, interpret, compare, and/or describe the setting (when and/or where a story or personal narrative takes place)</p> <p>PLOT (may also be called action); Identify, explain, interpret, compare, and/or describe elements of the plot (cause and effect, conflict/problem, sequence of events). Note: Items may use the terms event or solution. Items will not use the word plot. Items will ask what happened first, next, last, etc.) R3.A.1.5.1 Summarize the key details and events of a fictional text.</p> <p>R3.A.1.2.1 and R3.A.2.2.1 Identify how the meaning of a word is changes when an affix is added; Identify the meaning of a word from the text with an affix.</p>	<p>WV: MULTIPLE SOUND VOWEL TEAMS - ea RR: UNIT 7 LESSONS 7-8 AND UNIT 8 LESSON 8 (Build and read words with vowel pairs ai, oa, ea, and ee. Build and read CVC and CVVC words. Read phonetically irregular words.)</p> <p>Comprehension: Character, Setting, Plot (sequence), Affixes (loudly, slowly, quickly)</p>	<p>WV: WEEK 1, SKILL 7, MULTIPLE SOUND VOWEL TEAMS - ea RR: PAGES 139-142 AND 167-168 GR Leveled Books Volume 6: Bluebirds in the Garden/The Garden 10a-33e TM:</p>

35	4/22	R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts. R3.B.1.1.1 Identify, interpret, compare and/or describe elements of plot (Theme - identify, compare, and/or describe the message of lesson of fiction or literary nonfiction).	WV: MULTIPLE SOUND VOWEL TEAMS - oo RR: UNIT 7 LESSONS 5-6 (Sort pictures and words by sound and spelling pattern, Change vowels to vowel pairs and read the words) Comprehension: Plot (theme), Connections between text (TM: 66-67)	WV: WEEK 1, SKILL 7, MULTIPLE SOUND VOWEL TEAMS - oo RR: PAGES 135-138 GR Leveled Books Jordan Makes a New Friend/Ice Cold Birthday TM: 34a-71e
36	4/29	R3.A.1.3.1 Make inferences and/or draw conclusions based on information from a fictional text. R3.A.2.3.1 Make inferences and/or draw conclusions based on information from a nonfictional text. R3.B.1.2.1 Identify, compare and/or describe connections between texts.	WV: MULTIPLE SOUND VOWEL TEAMS - ou RR: UNIT 8 LESSON 1 (Sort and read words with vowel pairs ou, oi, oo) Comprehension: Drawing Conclusions, Connections between texts (TM: 92-93)	WV: WEEK 1, SKILL 7, MULTIPLE SOUND VOWEL TEAMS - ou RR: PAGES 153-154 GR Leveled Books Show Time/Do You Live in a Nest? TM: 72a-99e
37	5/6	R3.B.1.1.1 Identify, interpret, compare, and/or describe elements of the plot (Theme - identify, compare, and/or describe the message of lesson of fiction or literary nonfiction). R3.B.1.2.2 Identify and/or interpret examples of personification in text.	WV: MULTIPLE SOUND VOWEL TEAMS - ow RR: NONE Comprehension: Plot (theme), Personification	WV: WEEK 1, SKILL 7, MULTIPLE SOUND VOWEL TEAMS - ow RR: NONE GR Leveled Books Mrs. Powell's Class/Fox on Stage TM: 100a-123e
38	5/13	R3.B.1.1.1 Identify, interpret, compare, and/or describe elements of the plot (Theme - identify, compare, and/or describe the message of lesson of fiction or literary nonfiction). R3.B.1.2.1 Identify, interpret, compare and/or describe connections between texts. R3.A.1.2.1 and R3.A.2.2.1 Identify how the meaning of a word is changes when an affix is added; identify the meaning of a word from the text with an affix.	WV: MULTIPLE SOUND VOWEL TEAMS - ie RR: UNIT 12 LESSONS 1-2 (Add prefixes to roots and read the words, Add suffixes to roots and read the words) Comprehension: Plot (theme), Connections between texts (TM: 144-145), Affixes (prefixes and suffixes)	WV: WEEK 1, SKILL 7, MULTIPLE SOUND VOWEL TEAMS - ie RR: PAGES 249-252 GR Leveled Books/Doggy Art/The Snow Glory TM: 124a-157e
39	5/20	R3.A.1.3.1 Make inferences or draw conclusions based on information from text.	WV: VOWEL R - er, ir, ur RR: UNIT 8 LESSON 4 (Sort and read words with r-influenced vowels) Comprehension: Drawing Conclusions	WV: WEEK 1, SKILL 8, VOWEL R - er, ir, ur RR: PAGES 159-160 I'll Join You/Leon and Bob TM: 152a-183e
40	5/27 (4 Days)	See anchors from above	WV: VOWEL R - ar and or RR: REVIEW Comprehension: REVIEW	WV: WEEK 1, SKILL 8, VOWEL R - ar and or RR: REVIEW
41	6/3 (1.5 Days)	See anchors from above	Trade Books, Book Reports, End of the Year Projects/Misc.	Trade Books, Book Reports, End of the Year Projects/Misc.