



TERM 1	
Term 1 Dates/ myView Units	MS College and Career Readiness Standards
Term 1 Week 1 myView Unit 1, Week 1 My Neighborhood	<p><u>Reading: Foundational</u></p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Writing</u></p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1b Use common, proper, and possessive nouns.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>
Term 1 Week 2 myView Unit 1, Week 2 My Neighborhood	<p><u>Reading: Foundational</u></p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>



	<p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Writing</u></p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5c Identify real-life connections between words and their use.</p>
<p>Term 1 Week 3</p> <p>myView Unit 1, Week 3 My Neighborhood</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.5 Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Writing</u></p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>



	<p><u>Language</u></p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p>Term 1 Week 4</p> <p>myView Unit 1, Week 4 My Neighborhood</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Writing</u></p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1f Use frequently occurring adjectives.</p> <p>L.1.1h Use determiners (e.g., articles, demonstratives).</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5c Identify real-life connections between words and their use.</p>
<p>Term 1 Week 5</p> <p>myView Unit 1, Week 5 My Neighborhood</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>



	<p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Writing</u></p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1f Use frequently occurring adjectives.</p> <p>L.1.1h Use determiners.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p>
<p>Term 1 Week 6</p> <p>myView Unit 1, Week 6 My Neighborhood</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.5 Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><u>Writing</u></p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u>Language</u></p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Term 1 Week 7</p> <p>myView Unit 2, Week 1 I Spy</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Writing</u></p>



	<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>L.1.1f Use frequently occurring adjectives.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Term 1 Week 8</p> <p>myView Unit 2, Week 2 I Spy</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.1a Recognize the distinguishing features of a sentence.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Writing</u></p> <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u>Language</u></p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>L.1.1j Produce and expand complete simple and compound sentences.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and frequently occurring irregular words.</p> <p>L.1.6 Use words and phrases acquired through conversations and reading.</p>
Term 1, Week 9	Term 1 Review & Benchmark Assessment



TERM 2	
Term 2 Dates/ myView Units	MS College and Career Readiness Standards
Term 2 Week 1 myView Unit 2, Week 3 I Spy	<p><u>Reading: Foundational</u> RF.1.1a Recognize the distinguishing features of a sentence. RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.3a Know the spelling-sound correspondences for common consonant digraphs. RF.1.3f Read words with inflectional endings. RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Reading: Comprehension</u> RI.1.1 Ask and answer questions about key details in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Writing</u> W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u>Language</u> L.1.1a Print all upper- and lowercase letters. L.1.1j Produce and expand complete sentences. L.1.2b Use end punctuation for sentences. L.1.2d Use conventional spelling for words with common spelling patterns and frequently occurring irregular words.</p>
Term 2 Week 2 myView Unit 2, Week 4 I Spy	<p><u>Reading: Foundational</u> RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3f Read words with inflectional endings.</p> <p><u>Reading: Comprehension</u> RI.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Writing</u> W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><u>Language</u> L.1.1 Demonstrate command of grammar and usage when writing or speaking. L.1.1b Use common, proper, and possessive nouns. L.1.1c Use singular and plural nouns with matching verbs in basic sentences. L.1.1j Produce and expand complete sentences. L.1.2a Capitalize dates and names of people. L.1.2b Use end punctuation for sentences.</p>



	<p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c Identify frequently occurring root words and their inflectional forms.</p>
<p>Term 2 Week 3</p> <p>myView Unit 2, Week 5 I Spy</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.1a Recognize the distinguishing features of a sentence.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes).</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p><u>Writing</u></p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason, and provide some sense of closure.</p> <p>W.1.2 Write informative/explanatory texts.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of grammar and usage.</p> <p>L.1.1f Use frequently occurring adjectives.</p> <p>L.1.1g Use frequently occurring conjunctions.</p> <p>L.1.1j Produce and expand complete sentences.</p> <p>L.1.2 Demonstrate command of capitalization, punctuation, and spelling.</p> <p>L.1.2a Capitalize dates and names.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words.</p>
<p>Term 2 Week 4</p> <p>myView Unit 2, Week 6 I Spy</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of sounds.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.5 Know and use various text features to locate key facts or information in a text.</p> <p>RI.1.10 With prompting and support, read informational texts.</p> <p><u>Writing</u></p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book, state an opinion, supply a reason, and provide some sense of closure.</p>



	<p>W.1.5 With guidance and support, add details to strengthen writing.</p> <p>W.1.6 With guidance and support, use digital tools to produce and publish writing.</p> <p>W.1.8 With guidance and support, recall information from experiences or gather information to answer a question.</p> <p><u>Language</u></p> <p>L.1.2 Demonstrate command of capitalization, punctuation, and spelling.</p> <p>L.1.2d Use conventional spelling for common patterns and irregular words.</p>
<p>Term 2 Week 5</p> <p>myView Unit 3, Week 1 Imagine That</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p><u>Writing</u></p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Language</u></p> <p>L.1.1b Use common, proper, and possessive nouns.</p> <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>Term 2 Week 6</p> <p>myView Unit 3, Week 2 Imagine That</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Writing</u></p> <p>W.1.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>



	<p><u>Language</u> L.1.1a Print all upper- and lowercase letters. L.1.1b Use common, proper, and possessive nouns. L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content. L.1.5 With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p>
<p>Term 2 Week 7</p> <p>myView Unit 3, Week 3 Imagine That</p>	<p><u>Reading: Foundational</u> RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.3f Read words with inflectional endings. RF.1.3g Recognize and read grade-appropriate irregularly spelled words. <u>Reading: Comprehension</u> RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <u>Writing</u> W.1.5 With guidance and support, focus on a topic, respond to peer and teacher suggestions, and add details to strengthen writing. <u>Language</u> L.1.1d Use personal, possessive, and indefinite pronouns. L.1.4c Identify frequently occurring root words and their inflectional forms.</p>
<p>Term 2 Week 8</p> <p>myView Unit 3 , Week 4 Imagine That</p>	<p><u>Reading: Foundational</u> RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f Read words with inflectional endings. <u>Reading: Comprehension</u> RL.1.1 Ask and answer questions about key details in a text. RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. <u>Writing</u> W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <u>Language</u> L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1d Use personal, possessive, and indefinite pronouns. L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>
Term 2, Week 9	T2 Review and benchmark assessment.



TERM 3	
Term 3 Dates/ myView Units	MS College and Career Readiness Standards
Term 3 Week 1 myView Unit 3, Week 5 Imagine That	<p><u>Reading: Foundational</u></p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Writing</u></p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><u>Language</u></p> <p>L.1.1b Use common, proper, and possessive nouns.</p> <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences.</p> <p>L.1.2a Capitalize dates and names of people.</p>
Term 3 Week 2 myView Unit 3, Week 6 Imagine That	<p><u>Reading: Foundational</u></p> <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p><u>Writing</u></p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.7 Participate in shared research and writing projects.</p> <p><u>Language</u></p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
Term 3 Week 3	<p><u>Reading: Foundational</u></p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>



myView Unit 4, Week 1 Making History	<p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Writing</u></p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
Term 3 Week 4 myView Unit 4, Week 2 Making History	<p><u>Reading: Foundational</u></p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p> <p><u>Writing</u></p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details, use temporal words, and provide some sense of closure.</p> <p>W.1.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of grammar and usage when writing or speaking.</p>



	<p>L.1.1e Use verbs to convey a sense of past, present, and future.</p> <p>L.1.4c Identify frequently occurring root words and their inflectional forms.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Term 3 Week 5</p> <p>myView Unit 4, Week 3 Making History</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3f Read words with inflectional endings.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Writing</u></p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events.</p> <p><u>Language</u></p> <p>L.1.1e Use verbs to convey a sense of past, present, and future.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Term 3 Week 6</p> <p>myView Unit 4, Week 4 Making History</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3b Decode regularly spelled one-syllable words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3f Read words with inflectional endings.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Writing</u></p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events.</p>



	<p>W.1.5 With guidance and support, focus on a topic, respond to questions, and add details to strengthen writing.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of grammar and usage.</p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1e Use verbs to convey a sense of past, present, and future.</p> <p>L.1.2 Demonstrate command of capitalization, punctuation, and spelling.</p> <p>L.1.2a Capitalize dates and names of people.</p> <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Term 3</p> <p>Week 7</p> <p>myView</p> <p>Unit 4, Week 5</p> <p>Making History</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.1 Demonstrate understanding of print concepts.</p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>Writing</u></p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events.</p> <p>W.1.5 With guidance and support, focus on a topic, respond to suggestions, and add details.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of grammar and usage.</p> <p>L.1.1d Use personal, possessive, and indefinite pronouns.</p> <p>L.1.1f Use frequently occurring adjectives.</p> <p>L.1.1g Use frequently occurring conjunctions.</p> <p>L.1.1h Use determiners.</p> <p>L.1.1j Produce and expand complete simple and compound sentences.</p> <p>L.1.2 Demonstrate command of capitalization, punctuation, and spelling.</p> <p>L.1.2d Use conventional spelling for words with common patterns and frequently occurring irregular words.</p>
<p>Term 3</p> <p>Week 8</p> <p>myView</p>	<p><u>Reading: Foundational</u></p> <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds.</p>



Unit 4, Week 6 Making History	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3f Read words with inflectional endings.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.5 Know and use various text features to locate key facts or information.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p><u>Writing</u></p> <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason, and provide some sense of closure.</p> <p>W.1.5 With guidance and support, focus on a topic, respond to questions, and add details.</p> <p>W.1.6 With guidance and support, use a variety of digital tools to produce and publish writing.</p> <p>W.1.7 Participate in shared research and writing projects.</p> <p><u>Language</u></p> <p>L.1.1a Print all upper- and lowercase letters.</p> <p>L.1.1d Use personal, possessive, and indefinite pronouns.</p> <p>L.1.1f Use frequently occurring adjectives.</p> <p>L.1.2 Demonstrate command of capitalization, punctuation, and spelling.</p>
Term 3, Week 9	Term 3 Review & benchmark assessments.



TERM 4	
Term 3 Dates/ myView Units	MS College and Career Readiness Standards
*T4 Pacing may be adjusted to reflect the EOY assessment schedule.	
Term 4 Weeks 1-2 myView Unit 5, Week 1 Beyond My World	<u>Reading: Foundational</u> RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <u>Reading: Comprehension</u> RI.1.1 Ask and answer questions about key details in a text. RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>Writing</u> W.1.7 Participate in shared research and writing projects. <u>Language</u> L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Term 4 Weeks 2-3 myView Unit 5, Week 2 Beyond My World	<u>Reading: Foundational</u> RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.4a Read grade-level text with purpose and understanding. <u>Reading: Comprehension</u> RI.1.1 Ask and answer questions about key details in a text. RI.1.5 Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <u>Writing</u> W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <u>Language</u> L.1.1g Use frequently occurring conjunctions. L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Term 4 Weeks 3-4 myView Unit 5, Week 3	<u>Reading: Foundational</u> RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2b Orally produce single-syllable words by blending sounds (phonemes). RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.



Beyond My World	<p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p><u>Writing</u></p> <p>W.1.2 Write informative/explanatory texts.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of grammar and usage when writing or speaking.</p> <p>L.1.1i Use frequently occurring prepositions.</p>
Term 4 Week 4-5 myView Unit 5, Week 4 Beyond My World	<p><u>Reading: Foundational</u></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p><u>Reading: Comprehension</u></p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p> <p><u>Writing</u></p> <p>W.1.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.</p> <p><u>Language</u></p> <p>L.1.1i Use frequently occurring prepositions.</p> <p>L.1.2b Use end punctuation for sentences.</p> <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p>
Term 4 Week 5-6	<p><u>Reading: Foundational</u></p> <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>



myView Unit 5, Week 5 Beyond My World	<p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>RF.1.4c Use context to confirm or self-correct word recognition and understanding.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.1 Ask and answer questions about key details in a text.</p> <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p><u>Writing</u></p> <p>W.1.2 Write informative/explanatory texts.</p> <p>W.1.5 With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing.</p> <p><u>Language</u></p> <p>L.1.1 Demonstrate command of grammar and usage.</p> <p>L.1.2c Use commas in dates and to separate single words in a series.</p> <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2e Spell untaught words phonetically.</p>
Term 4 Week 6-7 myView Unit 5, Week 6 Beyond My World	<p><u>Reading: Foundational</u></p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.2b Orally produce single-syllable words by blending sounds.</p> <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.1.4a Read grade-level text with purpose and understanding.</p> <p><u>Reading: Comprehension</u></p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic.</p> <p><u>Writing</u></p> <p>W.1.7 Participate in shared research and writing projects.</p> <p>W.1.8 With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>



	<u>Language</u> L.1.1e Use verbs to convey a sense of past, present, and future. L.1.1i Use frequently occurring prepositions.
Term 4 Weeks 7-9	T4 Review & Assessment; EOY Benchmark & Diagnostic Assessments