

First Nine Weeks

Grade: 1

Subject: English

Year: 2016-2017

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p>The student will continue to demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> Listen and respond to a variety of electronic media and other age-appropriate materials. (1.1a) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns. (1.1c) Express ideas orally in complete sentences. (1.1e) 	<ul style="list-style-type: none"> produce complete sentences when appropriate to task and situation. participate in a variety of oral language activities, such as: <ul style="list-style-type: none"> listening to stories and poems read aloud daily; participating in discussions about stories and poems; talking about words and their meanings as they are encountered in stories, poems, and conversations; giving reactions to stories and poems; asking and answering questions about what is said in order to gather additional information or clarify something not understood; verbally express ideas and feelings; and describe people, places, things, and events with details. participate in daily oral language activities (e.g., choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns). 	<ul style="list-style-type: none"> Reader's Theater Morning Meeting 	electronic media retell events choral reading echo reading rhyme	Demonstrate -L3 Use -L3 Listen -L1 Respond -L2 Participate -L3 Speaking -L1 Reciting -L1 Express -L2 Produce -L3 Talking -L1 Asking -L2 Answering -L1 Gather -L3 Clarify -L2 Describe -L2
Ongoing	<p>The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> Increase listening and speaking vocabularies. (1.2a) 	<ul style="list-style-type: none"> learn and use new words encountered in discussions and in books that the teacher reads aloud. participate in listening and speaking activities. 			Expand -L3 Use -L3 Increase -L3 Learn -L1 Participate -L3

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Ongoing	<ul style="list-style-type: none"> Begin to ask for clarification and explanation of words and ideas. (1.2b) Use vocabulary from other content areas. (1.2d) 	<ul style="list-style-type: none"> ask for meanings and clarification of unfamiliar words and ideas. use vocabulary from other content areas. speak to one another, and listen to each other at appropriate times during lessons. (From SOL 1.1) learn and use new words encountered in discussions and in books that the teacher reads aloud. 		vocabulary sight words oral	Ask -L2 Use -L3 Speak -L1 Listen -L1 Learn -L1
Ongoing	<p>The student will adapt or change oral language to fit the situation.</p> <ul style="list-style-type: none"> Initiate conversation with peers and adults. (1.3a) Follow rules for conversation using appropriate voice level in small-group settings. (1.3b) Ask and respond to questions. (1.3c) Follow simple two-step oral directions. (1.3d) Give simple two-step oral directions. (1.3e) 	<ul style="list-style-type: none"> initiate conversation in a variety of school settings. participate in a range of collaborative discussions building on others' ideas and clearly expressing their own (e.g., partner, small-group, teacher led). ask and respond to questions to check for understanding of information presented (e.g., stay on topic, link remarks to those of others). sustain two-person conversation through multiple exchanges. use voice level and intonation appropriate for small-group settings. follow rules for conversation, including listening and taking turns. ask and respond to relevant questions in partner, group, and teacher-led settings. follow simple two-step oral directions. 		sequence words first second next on under beside over above verb	Adapt -L6 Change -L3 Initiate -L2 Follow -L3 Using -L3 Ask -L2 Respond -L2 Give -L3 Participate -L3 Expressing -L2 Check -L5 Sustain -L3

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		<ul style="list-style-type: none"> participate in listening and speaking activities. give simple two-step directions. use words of time and position, including <i>first, second, next, on, under, beside,</i> and <i>over</i>, to give directions orally. use action words (verbs), including, but not limited to, <i>mark, circle, color,</i> and <i>draw</i>, to give directions orally. 			Participate-L3 Give-L3 Use-L3
Ongoing	The student will orally identify, produce, and manipulate various units of speech sounds within words. <ul style="list-style-type: none"> Create rhyming words. (1.4a) Count phonemes (sounds) in one-syllable words. (1.4b) Blend sounds to make one-syllable words. (1.4c) Segment one-syllable words into individual speech sounds (phonemes). (1.4d) Add or delete phonemes (sounds) to make new words. (1.4e) 	<ul style="list-style-type: none"> identify, isolate, produce, and manipulate various units of speech sounds within words (e.g., syllables, onsets, rimes, and phonemes). orally produce words that rhyme with an audible guide word. count phonemes in one-syllable words. blend separately spoken phonemes to make one-syllable words. segment words by producing each phoneme. determine whether the medial vowel sound is the same or different in a set of one-syllable words. sort picture cards by beginning, medial, and ending phonemes. delete a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). 		syllables	Identify-L2 Produce-L3 Manipulate-L3 Create-L6 Count-L1 Blend-L3 Segment-L4 Add-L3 Delete-L3 Isolate-L4 Determine-L3 Sort-L4

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		<ul style="list-style-type: none"> • add a phoneme from an orally presented word or rime to make a new word (e.g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). • change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit). 			Add -L3 Make -L6 Change -L3
Ongoing	Reading/Literature The student will apply knowledge of how print is organized and read . <ul style="list-style-type: none"> • Read from left to right and from top to bottom. (1.5a) • Match spoken words with print. (1.5b) • Identify letters, words, sentences, and ending punctuation. (1.5c) • Read his/her own writing. (1.5d) 	<ul style="list-style-type: none"> • demonstrate concept of word by tracking print from left to right and top to bottom, following print from one line to the next line (return sweep), and matching spoken words to print. • identify letters, words, sentences, and ending punctuation (i.e., periods, question and quotation marks, and exclamation points). • differentiate between letters and words by recognizing spaces between words in sentences and recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point. • read their own writing. 		punctuation period question mark exclamation mark	Apply -L3 Organized -L4 Read -L1 Match -L1 Identify -L2 Demonstrate -L3 Tracking -L1 Following -L3 Differentiate -L2 Recognizing -L1
Ongoing	The student will apply phonetic principles to read and spell . <ul style="list-style-type: none"> • Use beginning and ending consonants to decode and spell single-syllable words. (1.6a) 	<ul style="list-style-type: none"> • apply knowledge of letter sounds in single-syllable words by: <ul style="list-style-type: none"> ◦ recognizing beginning, medial, and ending phonemes; ◦ segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and 		vowel beginning middle end short/long sight words	Apply -L3 Read -L1 Spell -L1 Use -L3 Decode -L4 Recognizing -L1 Segmenting -L4

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	<ul style="list-style-type: none"> • Use short vowel sounds to decode and spell single-syllable words. (1.6d) • Blend beginning, middle, and ending sounds to recognize and read words. (1.6e) • Use word patterns to decode unfamiliar words. (1.6f) • Read and spell simple two-syllable compound words. (1.6g) • Read and spell commonly used sight words. (1.6h) 	<ul style="list-style-type: none"> ◦ blending phonemes to decode or spell a word. • accurately decode unknown unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>), using letter-sound mappings to sound them out. • apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the <i>l</i> and <i>r</i> blends; and digraphs, including <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i>). • use the consonant-vowel patterns CVC (e.g., <i>pin</i>), VC (e.g., <i>in</i>), and CVCC (e.g., <i>wind</i>), to decode and spell single-syllable words. • use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables. • read and spell simple two-syllable compound words. • read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables. • read and spell commonly used sight words. 			<ul style="list-style-type: none"> Use-L3 Decode-L4 Spell-L1 Blend-L3 Recognize-L1 Read-L1 Blending-L3 Apply-L3 Create-L6 Determine-L3 Segmenting-L4

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p>The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> Use words, phrases, and sentences. (1.7a) Use titles and pictures. (1.7b) Use information in the story to read words. (1.7c) 	<ul style="list-style-type: none"> expand vocabulary by using frequently occurring root words to read inflectional forms (e.g., look, looks, looked, looking). use sentence-level context as a clue to the meaning of words and phrases. use titles and pictures to make predictions about text. use pictures and/or rereading to confirm vocabulary choice. use information in the story to make predictions about vocabulary and text. 		<p>words phrases sentences titles root words</p>	<p>Use-L3 Expand-L3 Read-L1 Make predictions-L6 Confirm-L5</p>
Ongoing	<p>The student will read and demonstrate comprehension of a variety of fictional texts.</p> <ul style="list-style-type: none"> Preview the selection. (1.9a) Set a purpose for reading. (1.9b) Relate previous experiences to what is read. (1.9c) Make and confirm predictions. (1.9d) 	<ul style="list-style-type: none"> preview reading material by looking at the book's cover and illustrations and by reading titles and headings. set a purpose for reading by looking at the illustrations, activating prior knowledge, and predicting the outcome of the selection. identify who is telling the story at various points in a text. use knowledge from their own experience to make sense of and talk about a text. draw on prior knowledge to make and confirm predictions before, during, and after reading. 		<p>preview set purpose cover illustrations title headings fiction previous experience predict before during after</p>	<p>Read-L1 Demonstrate-L3 Preview-L1 Set-L2 Relate-L2 Make-L6 Confirm-L5 Predictions-L6 Looking-L1 Activating-L1 Identify-L2 Use-L3 Talk-L1 Draw-L3</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p>Writing Skills will be introduced first nine weeks and reviewed during the 2nd, 3rd, and 4th nine weeks. The student will print legibly.</p> <ul style="list-style-type: none"> • Form letters accurately. (1.12a) • Space words within sentences. (1.12b) • Use the alphabetic code to write unknown words phonetically. (1.12c) 	<ul style="list-style-type: none"> • use appropriate pencil grip. • use manuscript letter formation. • print all upper and lowercase letters. • use manuscript number formation. • space words in sentences. • apply the alphabetic principle while writing unfamiliar words. 		manuscript print form/formation space words letters sentence uppercase lowercase capitalize capitals	Print-L3 Form-L3 Space-L1 Use-L3 Write-L3 Apply-L3
	<p>The student will write to communicate ideas for a variety of purposes.</p> <ul style="list-style-type: none"> • Generate ideas. (1.13a) • Focus on one topic. (1.13b) • Begin each sentence with a capital letter and use ending punctuation in final copies. (1.13e) 	<ul style="list-style-type: none"> • use previous experiences to generate ideas. • participate in teacher-directed brainstorming activities to generate ideas. • participate in shared research and writing projects • write informative/explanatory texts that introduce a topic, state an opinion or some facts, and provide a concluding sentence. • write narrative pieces that include at least two sequenced events, with some details, and conclusion. • use familiar writing forms, including lists, letters, stories, reports, messages, and poems. • distinguish draft writing from final-product writing. 		capitals period question mark exclamation mark sentence brainstorming pre-writing strategies commas dates	Write-L6 Communicate-L2 Generate-L6 Focus-L2 Begin-L3 Use-L3 Participate-L3 Introduce-L2 State-L2 Provide-L2 Distinguish-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<ul style="list-style-type: none"> Share writing with others. (1.13g) 	<ul style="list-style-type: none"> participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas and information. revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers. in final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates. capitalize days of the week and months of the year. capitalize names of people. share their writing with others. 			<ul style="list-style-type: none"> Share-L3 Participate-L3 Revise-L6 Adding-L3 Focusing-L2 Responding-L2 Use-L3 Capitalize-L3
Ongoing	<ul style="list-style-type: none"> The student will use available technology for reading and writing. (1.14) 	<ul style="list-style-type: none"> use digital tools to produce and publish writing including in collaboration with peers. use available media for reading and writing. use electronic templates (e.g., graphic organizers) to organize information. 		<ul style="list-style-type: none"> graphic organizers electronic templates digital media computer mouse keyboard monitor publish 	<ul style="list-style-type: none"> Use-L3 Reading-L1 Writing-L6 Produce-L6 Publish-L6 Organize-L4

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		<ul style="list-style-type: none"> ask and respond to questions about material presented through various media formats. share their writing with others. 		question comment answer	Ask-L2 Respond-L2 Share-L3
	<p>** Oral Language, Reading, and Writing SOLs will be introduced in certain nine weeks, but then will be reviewed throughout the year.</p>				

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p>Oral Language</p> <ul style="list-style-type: none"> Use common singular and plural nouns. (1.2c) <p>Nonobjective</p> <ul style="list-style-type: none"> Compare/Contrast text 	<ul style="list-style-type: none"> use common singular and plural nouns with matching verbs in basic sentences (e.g., <i>She walks.</i>, <i>We walk.</i>). use common pronouns (e.g., I, me, mine; they, them, theirs, anyone, everything). use common irregular plural forms, such as <i>man/men</i>, <i>child/children</i>, and <i>mouse/mice</i>. use articles (e.g., a, an, the), conjunctions (e.g., and, but, or, so, because), and prepositions (e.g., during, beyond, toward) correctly. 			<p>Use-L3</p> <p>Compare/contrast-L4</p>
Ongoing	<p>Reading/Literature</p> <ul style="list-style-type: none"> Use two-letter consonant blends to decode and spell single-syllable words. (1.6b) Use beginning consonant digraphs to decode and spell single-syllable words. (1.6c) Read and spell simple two-syllable compound words. (1.6g) 	<ul style="list-style-type: none"> apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the <i>l</i> and <i>r</i> blends; and digraphs, including <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i>). use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables. 		<p>word patterns</p> <p>compound words</p> <p>syllable</p> <p>onset</p> <p>rimes</p> <p>blends</p> <p>digraphs</p> <p>segmenting</p>	<p>Use-L3</p> <p>Decode-L4</p> <p>Spell-L1</p> <p>Read-L1</p> <p>Apply-L3</p> <p>Recognizing-L1</p> <p>Create-L6</p> <p>Determine-L3</p>

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
		<ul style="list-style-type: none"> read and spell simple two-syllable compound words. read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables. 			Read-L1 Spell-L1 Segmenting-L4
Ongoing	<ul style="list-style-type: none"> Use knowledge of sentence structure. (1.7d) Use knowledge of story structure. (1.7e) Reread and self-correct. (1.7f) 	<ul style="list-style-type: none"> use intonation, pauses, and emphases that signal the structure of the sentence when reading aloud (prosody). use punctuation clues, including period, question mark, exclamation point, commas, and quotation marks, to guide their comprehension. use knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension. reread and self-correct when text does not make sense. 		sentence word order sentence structure period question exclamation character setting problem	Use-L3 Reread-L1 Self-correct-L5 Signal-L2
Ongoing	The student will expand vocabulary. <ul style="list-style-type: none"> Discuss meanings of words in context. (1.8a) Develop vocabulary by listening to and reading a variety of texts. (1.8b) Ask for the meaning of unknown words and make connections to familiar words. (1.8c) 	<ul style="list-style-type: none"> understand and discuss the meanings of new words as presented in context. develop their vocabulary by listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors). 		context clues predict decode	Expand-L3 Discuss-L2 Develop-L3 Listening-L1 Reading-L1 Ask-L2 Make connections-L6 Understand-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<ul style="list-style-type: none"> Use text clues such as words or pictures to discern meanings of unknown words. (1.8d) Use vocabulary from other content areas. (1.8e) 	<ul style="list-style-type: none"> use words, pictures, and other clues from text to confirm or self-correct, rereading as necessary. ask for the meaning of unknown words and make connections to familiar words by: <ul style="list-style-type: none"> sorting words into categories (e.g., colors, animals); defining words by category and by one or more attributes (e.g., a swan is a bird that swims, a cardinal is a red bird); and identifying real-life connections between words and their use (e.g., places that are safe). use vocabulary from other content areas in literacy tasks. 		vocabulary meaning unknown categories define definition connections	Use-L3 Discern-L2 Confirm-L5 Self-correct-L5 Ask-L2 Make connections-L6 Sorting-L4 Defining-L1 Identifying-L2
	The student will use simple reference materials. <ul style="list-style-type: none"> Use knowledge of alphabetical order by first letter. (1.11a) 	<ul style="list-style-type: none"> use simple reference materials. alphabetize a list of five to eight words according to first letter. 		ABC's ABC order dictionary letter picture dictionary reference material	Use-L3 Alphabetize-L3
	Writing Skills will be introduced second nine weeks and reviewed during the 3 rd and 4 th nine weeks. <ul style="list-style-type: none"> Revise by adding descriptive words when writing about people, places, things, and events. (1.13c) Use complete sentences in final copies. (1.13d) 	<ul style="list-style-type: none"> revise their written pieces by adding descriptive words (adjectives) when writing about people, places, things, and events; focusing on the topic; and responding to questions and suggestions from peers and teachers. in final copies, use complete sentences that begin with a capital letter, use correct ending punctuation, and use commas in dates. 		descriptive words adjectives nouns sentence capitals punctuation periods question mark exclamation mark commas dates	Revise-L6 Adding-L3 Use-L3 Focusing-L2 Responding-L2

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<ul style="list-style-type: none"> Use correct spelling for commonly used sight words and phonetically regular words in final copies. (1.13f) 	<ul style="list-style-type: none"> spell commonly used sight words and phonetically regular words correctly in final copies. apply the alphabetic principle when writing words. use print resources in the classroom in order to spell words. 		revise revision spell sight words print resources word wall word wall words	Use-L3 Spell-L1 Apply-L3

Third Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
Ongoing	<p>Oral Language</p> <ul style="list-style-type: none"> Tell and retell stories and events in logical order. (1.1b) Participate in creative dramatics. (1.1d) 	<ul style="list-style-type: none"> tell and retell stories and events in logical order by: <ul style="list-style-type: none"> retelling stories orally and through informal drama; dictating retelling of stories; indicating first, next, and last events in a story; and creating their own stories, poems, plays, and songs. participate in creative dramatics, (e.g., classroom songs, plays, skits, and group activities) designed to give students frequent opportunities for listening and speaking. 		logical order dramatics	Tell-L2 Retell-L2 Participate-L3 Dictating-L2 Indicating-L2 Creating-L6 Listening-L1 Speaking-L1
	<p>Reading/Literature</p> <ul style="list-style-type: none"> Use word patterns to decode unfamiliar words. (1.6f) 	<ul style="list-style-type: none"> apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the <i>l</i> and <i>r</i> blends; and digraphs, including <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i>). use the consonant-vowel patterns CVC (e.g., pin), VC (e.g., in), and CVCC (e.g., wind), to decode and spell single-syllable words. use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words. 		word patterns consonant vowel decode	Use-L3 Decode-L4 Apply-L3 Recognizing-L1 Create-L6 Read-L1 Spell-L1

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<ul style="list-style-type: none"> • Ask and answer who, what, when, where, why, and how questions about what is read. (1.9e) • Identify characters, setting, and important events. (1.9f) • Retell stories and events, using beginning, middle, and end. (1.9g) • Identify the main idea or theme. (1.9h) • Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression. (1.9i) 	<ul style="list-style-type: none"> • ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection. • identify and describe characters, settings, and important events in a story using details. • use illustrations and details to describe characters, settings, and important events in a story. • demonstrate comprehension by retelling stories and events orally or in writing, using beginning, middle, and end structure, and demonstrating comprehension of the central message or lesson. • identify the main idea or theme of a short fiction selection. • identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • read a wide variety of self-selected and teacher-selected stories and poems aloud. • use expression and intonation to convey meaning when reading aloud (prosody). • reread as necessary to confirm and self-correct word recognition and understanding. 		<p>questions character setting events illustrations idea theme poems fluency expression comprehension passage</p>	<p>Ask-L2 Answer-L1 Identify-L2 Retell-L1 Using-L3 Read-L1 Reread-L1 Describe-L2 Demonstrate-L3 Convey-L6 Confirm-L5 Self-correct-L5</p>

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		<ul style="list-style-type: none">• practice reading and rereading familiar stories, poems, and passages at their independent reading level to develop fluency, accuracy, and meaningful expression.			Practice-L3 Reading-L1 Rereading-L1 Develop-L3

Fourth Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<p>Reading/Literature The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> • Preview the selection. (1.10a) • Use prior and background knowledge as context for new learning. (1.10b) • Set a purpose for reading. (1.10c) • Identify text features such as pictures, headings, charts, and captions. (1.10d) • Make and confirm predictions. (1.10e) • Ask and answer who, what, where, when, why, and how questions about what is read. (1.10f) • Identify the main idea. (1.10g) • Read and reread familiar passages with fluency, accuracy, and meaningful expression. (1.10h) 	<ul style="list-style-type: none"> • read with purpose and understanding. • preview reading material by looking at the book's cover and illustrations or other graphics and by reading titles and headings. • set a purpose for reading by looking at the illustrations or other graphics, activating prior knowledge, and predicting the outcome of the selection. • identify text features (e.g., illustrations, photographs, headings, charts and captions). • use text features to locate facts and information in a text (e.g., headings, tables of contents, glossaries). • distinguish between information provided by pictures or illustrations and information provided by words in the text. • make and confirm predictions before, during, and after reading. • ask and answer simple questions (e.g., who, what, when, where, why, and how) about a selection. • read a wide variety of self-selected and teacher-selected informational texts aloud. 		<p>nonfiction background purpose confirm preview text features</p>	<p>Read-L1 Demonstrate-L3 Preview-L1 Use-L3 Set-L2 Identify-L2 Make-L6 Confirm-L5 Predictions-L6 Ask-L2 Answer-L1 Reread-L1 Looking-L1 Activating-L1 Locate-L1 Distinguish-L2</p>

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		<ul style="list-style-type: none"> • read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines. • identify the main idea and key details of a short nonfiction selection. • identify the reasons an author gives to support points in a text. • practice reading and rereading texts on their independent reading level to develop accuracy, fluency, and meaningful expression. 			Read-L1 Identify-L2 Practice-L3 Rereading-L1 Develop-L3
	<ul style="list-style-type: none"> • Use a picture dictionary to find meanings of unfamiliar words. (1.11b) 	<ul style="list-style-type: none"> • use a picture dictionary to locate unfamiliar words. 		picture dictionary dictionary definition/meaning locate	Use-L3 Find-L1 Locate-L1