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| Theme 1: Aug. 27th – Sept. 26th |
| Lessons | CCSS – Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 1: From Head to Toe/Something Special2: You and Me/Kelly In the Mirror3:  | RL1, RL4 | No additional changes in this theme |  | <http://youtu.be/aDOBp9C2FmI> |
| Theme 1 Assessment: Sept. 27th and 28th |

RL1: With prompting and support, ask and answer questions about key details in a text.

RL4: Ask and answer questions about unknown words in a text.

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| Theme 2 Duration: Oct 1st –Oct. 17th |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 4: Bears Busy Family/What will Mommy do when I’m at School?5: Bee-bim Bop!/Up, Up, Up It’s Apple Picking Time6:  | RL3 | RL6 | Create questions to get to RL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |  |
| Theme 2 Assessment: Oct. 18th and Oct. 19th |

RL3: With prompting and support, identify characters, settings, and major events in a story.

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| Theme 3 Duration: Oct. 22nd – Nov. 14th |  |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 7: The Little School Bus/Jessica8: I Love School/The First Day of School9: Duck for President | RL3 | No additional changes in this theme |  | Persuasive text |
| Theme 3 Assessment: Nov. 15th and 16th |

RL3: With prompting and support, identify characters, settings, and major events in a story.

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| Theme 4 Duration: Nov. 19th – Dec. 12th |  |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 10: Down on the Farm/Farms Feed the World11: Mrs. Wishy Washy’s Farm/Little Red Hen and the Ear of Wheat12: The Gingerbread Man (Read Aloud Anthology) | RI1RL1RL2 | RI8RL9 | Creating questions to get to RI8: With prompting and support, identify the reasons an author gives to support points in a text.Create a lesson to get to RL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories | After reading the Gingerbread Man, read any Gingerbread story, find on YouTube, or Discovery Ed<http://youtu.be/pR_5CB2Ug3g> |
| Theme 4 Assessment: Dec. 13th and 14th |

RL1: With prompting and support, ask and answer questions about key details in a text.

RI1: With prompting and support, ask and answer questions about key details in a text.

RL2: With prompting and support, retell familiar stories, including key details.

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| Theme 5 Duration: Dec. 17th – Jan. 18th |  |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 13: What Will the Weather Be Like Today/When a Storm Comes Up14: Winter Lullaby/Bear Snores On15: | RI1RI5 | RI3RI4 | Create questions to get to RI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.Explicit instruction in vocabulary to get to RI4: With prompting and support, ask and answer questions about unknown words in a text. | Describe connections between different storms indicated in the text When a Storm Comes Up |
| Theme 5 Assessment: Jan. 22nd and 23rd |

RI1: With prompting and support, ask and answer questions about key details in a text.

RI5: Identify the front cover, back cover, and title page of a book.

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| Theme 6 Duration: Jan 24th – Feb. 26th |  |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include)  | Suggested Texts/Notes |
| 16: Chugga Chugga Choo Choo/Snowmen at Night17: I’m a Jolly Farmer/David’s Drawing18: | RL3 (focus on setting), RL7RL2RL5 (reality vs fantasy) | No additional changes in this theme |  | The Mitten by Jan Brett |
| Theme 6 Assessment: Feb. 27th and 28th |

RL2: With prompting and support, retell familiar stories, including key details.

RL3: With prompting and support, identify characters, settings, and major events in a story.

RL5: Recognize common types of texts.

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| Theme 7 Duration: March 1st – March 25th |  |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 19: Swing High, Swing Low/Most Perfect Spot20: What a Treasure/Pet Show21:  | RL5 (reality vs fantasy)RL3 | No additional changes in this theme |  |  |
| Theme 7 Assessment: March 26th and 27th  |

RL5: Recognize common types of texts.

RL3: With prompting and support, identify characters, settings, and major events in a story.

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| Theme 8 Duration: March 28th – April 24th |  |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 22: Everybody Works/Zara’s Hats23: My Teacher Can Teach Anyone/Bravo Maurice24: | RI2, RI7RL1, RL2RI2, RL1 | RL9 | Create questions to get to RL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | Use with Zara’s Hats or Caps for Sale |
| Theme 6 Assessment: April 25 and 26th |

RI7: With prompting and support, describe the relationship between illustrations and the text in which they appear.

RI2: With prompting and support, identify the main topic and retell key details of a text.

RL2: With prompting and support, retell familiar stories, including key details.

RL1: With prompting and support, ask and answer questions about key details in a text.

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| Theme 9 Duration: April 29th – May 15th |  |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 25: Whose House/Red Eyed Tree Frog26: Good Morning Little Polar Bear/Clever Tortoise27: | RI7, RI1RI1, RI7RI2 | RI9RI6 | Create questions to get to RI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic.Create questions to get to RI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text | <http://kids.nationalgeographic.com/kids/animals/creaturefeature/red-eyed-tree-frogs/> |
| Theme 9 Assessment: May 16th and 17th |

RI7: With prompting and support, describe the relationship between illustrations and the text in which they appear.

RI2: With prompting and support, identify the main topic and retell key details of a text.

RI1: With prompting and support, ask and answer questions about key details in a text.

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| Theme 10 Duration: May 20th – June 5th |  |
| Lessons | CCSS– Already Addressed | Additional CCSS To Be Addressed | Instructional shift (add or alter instruction to include) | Suggested Texts/Notes |
| 28: I Wish I Were a Pilot/Kite Festival29: A Mouse Told His Mother/Igor30: | RI1, RL1RI1, RL1 | No additional changes in this theme |  |  |
| Theme 10 Assessment: June 6 - 11 |