



Planning Guides

Grade
1



Indiana Academic Standards for English/Language Arts

BUILD KNOWLEDGE & LANGUAGE

1.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

1.SL.2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.

FOUNDATIONAL SKILLS

1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.

1.RF.3.5 Segment the individual sounds in one-syllable words.

1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., *ai*) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, boat, her*), independent of context.

1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).

1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.W.6.2c Correctly spelling words with common spelling patterns.

VOCABULARY

1.RV.2.2 Define and sort words into categories (e.g., *antonyms, living things, synonyms*).

1.RV.3.1 Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

READING WORKSHOP

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.

1.RL.3.2 Identify who is telling the story at various points in a text.

1.RN.4.1 Identify the reasons the author gives to support points in a text.

1.W.5 Identify several sources of information and indicate the sources.

WRITING WORKSHOP

1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

1.W.4 Apply the writing process.

1.W.6.1b Writing sentences using verbs to convey a sense of past, present, and future.

LESSON 1

BUILD KNOWLEDGE & LANGUAGE

Module Launch, pp. T28–T29

- Introduce the Topic: The Natural World
- Big Idea Words: *cycle, evaporation, liquid*



FOUNDATIONAL SKILLS

Word Work Warm-Up, pp. T30–T31

- High-Frequency Words: *animal, heads, keep, let's, point, something, voice, won't*
- Phonological Awareness

Phonics, pp. T32–T33

- Long *u, e* (VCe)

Spelling, pp. T34–T35

- Long *u; VCe* Pattern

READING WORKSHOP

Storm Report

GENRE Opinion Writing

Shared Reading: MINILESSON, pp. T36–T37

- Connect and Teach: Ideas and Support
- Apply to Text: *Storm Report*
- Engage and Respond: Speaking & Listening



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T38
- English Learner Support: Persuade, p. T38
- Reinforce Ideas and Support, p. T39
- Reinforce Foundational Skills: Read *Pete Duck*, pp. T40–T41

Options for Independent and Collaborative Work, pp. T42–T43

WRITING WORKSHOP

Poem, p. W98

- Priming the Students



Grammar, p. W301

- Future Tense

LESSON 2

FOUNDATIONAL SKILLS

Word Work Warm-Up, pp. T44–T45

- High-Frequency Words: *animal, heads, keep, let's, point, something, voice, won't*
- Phonological Awareness

Phonics, pp. T46–T47

- Long *u, e* (VCe)

VOCABULARY

Academic Vocabulary, pp. T48–T49

- Introduce Oral Language: *divide, nature, fluffy, deep, fiery, spindly*

READING WORKSHOP

Rainy, Sunny, Blowy, Snowy

GENRE Informational Text

Shared Reading: MINILESSON, pp. T50–T51

- Connect and Teach: Text Organization
- Apply to Text: *Rainy, Sunny, Blowy, Snowy*
- Engage and Respond: Writing



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T52
- English Learner Support: Persuade, p. T52
- Reinforce Text Organization, p. T53
- Reinforce Foundational Skills: Read *The Quack Pack*, pp. T54–T55

Options for Independent and Collaborative Work, pp. T56–T57

WRITING WORKSHOP

Poem, p. W99

- Priming the Text



Grammar, p. W302

- Future Using *Will*

LESSON 3

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T58

- High-Frequency Words: *animal, heads, keep, let's, point, something, voice, won't*
- Phonological Awareness

Fluency, p. T59

- Phrasing

Phonics, pp. T60–T61

- Soft *g* (*g, dge*)

VOCABULARY

Academic Vocabulary, pp. T62–T63

- Introduce Power Words: *mission, spectacular, break, problem, direction, landed*

READING WORKSHOP

Sam & Dave Dig a Hole

GENRE Fantasy



Shared Reading: MINILESSON, pp. T64–T65

- Connect and Teach: Make Inferences
- Apply to Text: *Sam & Dave Dig a Hole*
- Engage and Respond: Speaking & Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T66
- English Learner Support: Persuade, p. T66
- Reinforce Make Inferences, p. T67
- Reinforce Foundational Skills: Read *Quack Pack Badges*, pp. T68–T69

Options for Independent and Collaborative Work, pp. T70–T71

WRITING WORKSHOP

Poem, p. W100

- The Read



Grammar, p. W303

- Future Using *Going to*

LESSON 4

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T72

- High-Frequency Words: *animal, heads, keep, let's, point, something, voice, won't*
- Phonological Awareness

Phonics, p. T73

- Phonics Review

VOCABULARY

Academic Vocabulary, p. T74

- Review Power Words: *mission, spectacular, break, problem, direction, landed*

Generative Vocabulary, p. T75

- Words About Feelings and Beliefs

READING WORKSHOP

Sam & Dave Dig a Hole

GENRE Fantasy



Shared Reading: MINILESSON, pp. T76–T77

- Connect and Teach: Point of View
- Apply to Text: *Sam & Dave Dig a Hole*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T78
- English Learner Support: Persuade, p. T78
- Reinforce Point of View, p. T79
- Reinforce Foundational Skills: Read *Fish Badges*, pp. T80–T81

Options for Independent and Collaborative Work, pp. T82–T83

WRITING WORKSHOP

Poem, p. W101

- Vocabulary



Grammar, p. W344

- Spiral Review: Spelling

LESSON 5

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T84

- High-Frequency Words: *animal, heads, keep, let's, point, something, voice, won't*
- Phonological Awareness

Spelling, p. T85

- Spelling Assessment

VOCABULARY

Vocabulary Strategy, pp. T86–T87

- Shades of Meaning

READING WORKSHOP

Research: MINILESSON,

pp. T88–T89



- Connect and Teach: Gather Information
- Apply to Text
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T90
- English Learner Support: Persuade, p. T90
- Reinforce Gather Information, p. T91
- Reinforce Foundational Skills: Make Text Connections, pp. T92–T93

Options for Independent and Collaborative Work, pp. T94–T95

WRITING WORKSHOP

Poem, p. W102

- Prewriting I: Finding a Topic



Grammar, p. W305

- Connect to Writing: Using the Future Tense



**Indiana Academic Standards
for English/Language Arts**

FOUNDATIONAL SKILLS

1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5 Segment the individual sounds in one-syllable words.

1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., *ai*) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, boat, her*), independent of context.

1.RF.4.3 Apply knowledge of final *-e* and common vowel teams (vowel digraphs) for representing long vowel sounds.

1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).

1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.W.6.2c Correctly spelling words with common spelling patterns.

VOCABULARY

1.RV.2.4 Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

READING WORKSHOP

1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.

1.RN.1 With support, read and comprehend nonfiction that is grade-level appropriate.

1.RN.2.2 Retell main ideas and key details of a text.

1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., *sequential*) or to explain a simple cause and effect relationship.

WRITING WORKSHOP

1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

1.W.4 Apply the writing process.

1.W.6.1a Writing sentences that include common and proper nouns and personal pronouns.

LESSON 6

FOUNDATIONAL SKILLS

Word Work Warm-Up, pp. T104–T105

- High-Frequency Words: *below, far, hear, hold, old, only, open, round*
- Phonological Awareness

Phonics, pp. T106–T107

- Long *e* (*ea, ee*)

Spelling, pp. T108–T109

- Long *e* Patterns

VOCABULARY

Academic Vocabulary, pp. T110–T111

- Introduce Oral Language: *decided, explore, noticed, preserve, lugged, ledges*

READING WORKSHOP

On Meadowview Street

GENRE Fiction

Read Aloud: MINILESSON, pp. T112–T113

- Connect and Teach: Setting
- Apply to Text: *On Meadowview Street*
- Engage and Respond: Writing



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T114
- English Learner Support: Synthesize, p. T114
- Reinforce Setting, p. T115
- Reinforce Foundational Skills: Read *Seals*, pp. T116–T117

Options for Independent and Collaborative Work, pp. T118–T119

WRITING WORKSHOP

Poem, p. W103

- Prewriting II: Developing a Topic



Grammar, p. W266

- Subject Pronouns

LESSON 7

FOUNDATIONAL SKILLS

Word Work Warm-Up, pp. T120–T121

- High-Frequency Words: *below, far, hear, hold, old, only, open, round*
- Phonological Awareness

Phonics, pp. T122–T123

- Long *e* (*ea, ee*)

VOCABULARY

Academic Vocabulary, pp. T124–T125

- Introduce Power Words: *dunes, shrubs, spines, rest, edges, trace*

READING WORKSHOP

Deserts

GENRE Informational Text

Shared Reading: MINILESSON, pp. T126–T127

- Connect and Teach: Monitor and Clarify
- Apply to Text: *Deserts*
- Engage and Respond: Speaking & Listening



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T128
- English Learner Support: Synthesize, p. T128
- Reinforce Monitor and Clarify, p. T129
- Reinforce Foundational Skills: Read *Seal Meals*, pp. T130–T131

Options for Independent and Collaborative Work, pp. T132–T133

WRITING WORKSHOP

Poem, p. W104

- Drafting I: Elements of Poetry



Grammar, p. W267

- Pronouns That Name One

LESSON 8

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T134

- High-Frequency Words: *below, far, hear, hold, old, only, open, round*
- Phonological Awareness

Fluency, p. T135

- Phrasing

Phonics, pp. T136–T137

- Short *e* (*ea*)

VOCABULARY

Academic Vocabulary, pp. T138–T139

- Review Power Words: *dunes, shrubs, spines, rest*

READING WORKSHOP

Deserts

GENRE Informational Text

Shared Reading: MINILESSON,

pp. T140–T141

- Connect and Teach: Central Idea
- Apply to Text: *Deserts*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T142
- English Learner Support: Synthesize, p. T142
- Reinforce Central Idea, p. T143
- Reinforce Foundational Skills: Read *Big Seals*, pp. T144–T145

Options for Independent and Collaborative Work, pp. T146–T147

WRITING WORKSHOP

Poem, p. W105

- Drafting II: Choosing the Right Words

Grammar, p. W268

- Pronouns That Name More Than One



LESSON 9

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T148

- High-Frequency Words: *below, far, hear, hold, old, only, open, round*
- Phonological Awareness

Phonics, p. T149

- Phonics Review

VOCABULARY

Generative Vocabulary, pp. T150–T151

- Suffix *-less*

READING WORKSHOP

Handmade

GENRE Procedural Text

Shared Reading: MINILESSON,

pp. T152–T153

- Connect and Teach: Summarize
- Apply to Text: *Handmade*
- Engage and Respond: Speaking & Listening

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T154
- English Learner Support: Synthesize, p. T154
- Reinforce Summarize, p. T155
- Reinforce Foundational Skills: Read *In the Land of Ice*, pp. T156–T157

Options for Independent and Collaborative Work, pp. T158–T159

WRITING WORKSHOP

Poem, p. W106

- Revising I: Word Choice

Grammar, p. W224

- Spiral Review: Questions



LESSON 10

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T160

- High-Frequency Words: *below, far, hear, hold, old, only, open, round*
- Phonological Awareness

Spelling, p. T161

- Spelling Assessment

VOCABULARY

Academic Vocabulary, pp. T162–T163

- Review Power Words: *edges, trace*

READING WORKSHOP

Handmade

GENRE Procedural Text

Shared Reading: MINILESSON,

pp. T164–T165

- Connect and Teach: Text Organization
- Apply to Text: *Handmade*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION

Options for Differentiation

- Guided Reading Groups, p. T166
- English Learner Support: Synthesize, p. T166
- Reinforce Text Organization, p. T167
- Reinforce Foundational Skills: Make Text Connections, pp. T168–T169

Options for Independent and Collaborative Work, pp. T170–T171

WRITING WORKSHOP

Poem, p. W107

- Revising II: Grouping

Grammar, p. W270

- Connect to Writing: Using Subject Pronouns





**Indiana Academic Standards
for English/Language Arts**

FOUNDATIONAL SKILLS

1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.

1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.

1.RF.3.5 Segment the individual sounds in one-syllable words.

1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., *ai*) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, boat, her*), independent of context.

1.RF.4.3 Apply knowledge of final -e and common vowel teams (vowel digraphs) for representing long vowel sounds.

1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., *have, said*).

1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

1.W.6.2c Correctly spelling words with common spelling patterns.

VOCABULARY

1.RV.2.2 Define and sort words into categories (e.g., *antonyms, living things, synonyms*).

1.RV.3.2 Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

READING WORKSHOP

1.RN.1 With support, read and comprehend nonfiction that is grade-level appropriate.

1.RN.2.2 Retell main ideas and key details of a text.

1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.RV.2.1 Demonstrate understanding that context clues (e.g., *words and sentence clues*) and text features (e.g., *glossaries, illustrations*) may be used to help understand unknown words.

WRITING WORKSHOP

1.W.3.3 Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.

1.W.4 Apply the writing process.

1.W.6.1a Writing sentences that include common and proper nouns and personal pronouns.

LESSON 11

FOUNDATIONAL SKILLS

Word Work Warm-Up, pp. T180–T181

- High-Frequency Words: *air, different, drink, enough, never, small, through, under*
- Phonological Awareness

Phonics, pp. T182–T183

- Long *a (ai, ay)*

Spelling, pp. T184–T185

- Long *a* Vowel Teams

VOCABULARY

Academic Vocabulary, pp. T186–T187

- Introduce Oral Language: *report, interesting, poisonous, tour, coexist, fragile*

READING WORKSHOP

Do You Really Want to Visit a Wetland?



GENRE Narrative Nonfiction

Read Aloud: MINILESSON, pp. T188–T189

- Connect and Teach: Central Idea
- Apply to Text: *Do You Really Want to Visit a Wetland?*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T190
- English Learner Support: Cause and Effect, p. T190
- Reinforce Central Idea, p. T191
- Reinforce Foundational Skills: Read *Animal Tails*, pp. T192–T193

Options for Independent and Collaborative Work, pp. T194–T195

WRITING WORKSHOP

Poem, p. W108

- Revising III: Line Breaks and White Space

Grammar, p. W271

- The Pronouns *I* and *Me*



LESSON 12

FOUNDATIONAL SKILLS

Word Work Warm-Up, pp. T196–T197

- High-Frequency Words: *air, different, drink, enough, never, small, through, under*
- Phonological Awareness

Phonics, pp. T198–T199

- Long *a (ai, ay)*

VOCABULARY

Academic Vocabulary, pp. T200–T201

- Introduce Power Words: *popular, fossils, rim, hike, affect*

READING WORKSHOP

Grand Canyon

GENRE Informational Text

Shared Reading: MINILESSON, pp. T202–T203

- Connect and Teach: Synthesize
- Apply to Text: *Grand Canyon*
- Engage and Respond: Speaking & Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T204
- English Learner Support: Cause and Effect, p. T204
- Reinforce Synthesize, p. T205
- Reinforce Foundational Skills: Read *Tails on Whales*, pp. T206–T207

Options for Independent and Collaborative Work, pp. T208–T209

WRITING WORKSHOP

Poem, p. W109

- Editing I: Reviewing for Grammar

Grammar, p. W272

- Naming Yourself Last



LESSON 13

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T210

- High-Frequency Words: *air, different, drink, enough, never, small, through, under*
- Phonological Awareness

Fluency, p. T211

- Accuracy and Self-Correction

Phonics, pp. T212–T213

- Contractions with *'m, 's, n't, 'll*

VOCABULARY

Academic Vocabulary, pp. T214–T215

- Review Power Words: *popular, fossils, rim, hike, affect*

READING WORKSHOP

Grand Canyon

GENRE Informational Text



Shared Reading: MINILESSON,

pp. T216–T217

- Connect and Teach: Content-Area Words
- Apply to Text: *Grand Canyon*
- Engage and Respond: Writing

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T218
- English Learner Support: Cause and Effect, p. T218
- Reinforce Content-Area Words, p. T219
- Reinforce Foundational Skills: Read *We Tell Tail Tales*, pp. T220–T221

Options for Independent and Collaborative Work, pp. T222–T223

WRITING WORKSHOP

Poem, p. W110

- Editing II: Preparing to Publish



Grammar, p. W273

- Using the Pronouns *I, Me, Them*, and *They*

LESSON 14

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T224

- High-Frequency Words: *air, different, drink, enough, never, small, through, under*
- Phonological Awareness

Phonics, p. T225

- Phonics Review

VOCABULARY

Generative Vocabulary, pp. T226–T227

- Words About Places and Things

READING WORKSHOP

Water Cycle

GENRE Song



Shared Reading: MINILESSON,

pp. T228–T229

- Connect and Teach: Central Idea
- Apply to Media: *Water Cycle*
- Engage and Respond: Speaking & Listening

SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T230
- English Learner Support: Cause and Effect, p. T230
- Reinforce Central Idea, p. T231
- Reinforce Foundational Skills: Read *The Best Tail*, pp. T232–T233

Options for Independent and Collaborative Work, pp. T234–T235

WRITING WORKSHOP

Poem, p. W111

- Publishing



Grammar, p. W229

- Spiral Review: Compound Questions and Statements

LESSON 15

FOUNDATIONAL SKILLS

Word Work Warm-Up, p. T236

- High-Frequency Words: *air, different, drink, enough, never, small, through, under*
- Phonological Awareness

Spelling, p. T237

- Spelling Assessment

VOCABULARY

Academic Vocabulary, pp. T238–T239

- Cumulative Vocabulary

READING WORKSHOP

Module Wrap-Up,

pp. T240–T241

- Wrap Up the Topic
- Synthesize



SMALL-GROUP INSTRUCTION



Options for Differentiation

- Guided Reading Groups, p. T242
- English Learner Support: Cause and Effect, p. T242
- Reinforce Synthesize, p. T243
- Reinforce Foundational Skills: Make Text Connections, pp. T244–T245

Options for Independent and Collaborative Work, pp. T246–T247

WRITING WORKSHOP

Poem, p. W112

- Sharing



Grammar, p. W275

- Connect to Writing: Using the Pronouns *I* and *Me*



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Planning Guides

Grade 1



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