

**Common Core Standards-Based Curriculum**  
**Grade: 1**  
**Content Area: English Language Arts and Literacy**  
**Teachers:**

Text: Reading Street-Grade 1

Standard	Big Ideas/Objectives	Terms (Academic Vocabulary)	Formative Assessments/ classroom activities	Summative Assessments
<b>Reading: Literature</b>				
RL.1.1 Ask and answer questions about key details in a text.	1. Students will answer questions about the key details and events in the selection. 2. Students will create their own questions as they monitor and clarify the content of the selection they are reading.	Character Setting Important Ideas Monitor and Clarify Questioning Sequence Draw Conclusions Summarize	T-guided activities (R.S.), center work, Morning meeting mystery clue Scholastic Weekly Readers	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1. Students will retell the selection, including the central message or main idea, presenting this information in the sequence found in the selection. 2. Students can add to and interpret the events as they retell the story in their own words, verifying their understanding of the content.	Plot Important Ideas Predict and Set Purpose Monitor and Clarify Inferring Background Knowledge Questioning Sequence Draw Conclusions Summarize	T-guided activities (RS), center work, Morning meeting mystery clue, retelling cards	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
RL.1.3 Describe characters, settings, and major events in a story, using key details.	1. Students will identify the story elements of characters, settings, and plots (events). 2. Students will extend their understanding of these elements as well as interpret the action and events of the selection	Character Setting Plot Important Ideas  Inferring Questioning Sequence Draw Conclusions	T-guided activities (RS), center work, Morning meeting mystery clue	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA

		Summarize		
<p><b>Craft and Structure:</b> CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>1. Students will explore the feelings of the characters through teacher directed questions. 2. Students will learn to recognize sensory words and phrases and the important role these details play in stories and poems.</p>	<p>Character Realism/ Fantasy Story Structure Text Structure Inferring</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p>CCSS.ELA-LITERACY.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>1.Students understand the type of story using the genre lesson pages that introduce many different text types (e.g., stories, poems). 2.Students will identify the characteristics that distinguish the various categories of texts.</p>	<p>Realism/ Fantasy Animal Fantasy Fairly Tale Expository Fiction Non-Fiction Story Structure Text Structure Theme</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Scholastic Weekly Readers</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p>CCSS.ELA-LITERACY.RL.1.6 Identify who is telling the story at various points in a text.</p>	<p>1. Students will identify the speaker(s) in each selection. 2. Students will realize the speaker may be a person, an animal, an object, or an idea.</p>	<p>narrator speaker poet character</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p><b>Integration of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Students will consult both the visuals and the text in each selection to locate and interpret information about characters, events, and settings</p>	<p>Character Setting Plot Realism/ Fantasy Visualize Story Structure Background Knowledge Draw Conclusions Theme</p>	<p>picture walks Content area lessons: Science Social Studies Math Religion Risk Watch Social Skills Program</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p>CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the</p>	<p>Students will tell how the adventures and experiences of the characters are alike</p>	<p>Character Setting Plot Realism/ Fantasy</p>	<p>Guided reading questions Graphic organizers Center/partner work</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects</p>

adventures and experiences of characters in stories.	and different through guided reading questions.	Visualize Important Ideas Background Knowledge Questioning Sequence Compare and Contrast Draw Conclusions Theme		Fluency reads DRA
CCSS.ELA-LITERACY.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1	1.Students will have several opportunities to read independently, proficiently, and fluently 2. Students are introduced, given instruction and routines are provided to help students set a purpose for reading and make predictions about the selection.	Text Structure Monitor and Clarify Accuracy Rate Phrasing Expression and Intonation Sound devices poetic elements Alliteration, assonance, onomatopoeia Rhyme, rhythm, repetition, and cadence	Decodable Readers Center reading time Fluency reads Phonic Ear = self-evaluation in classroom library	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA

**Reading: Informational Text**

<b>Key Ideas and Details:</b>  CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	1. Students will answer questions about the key information and events in the selection 2. Students will create their own questions as they monitor and clarify the content of the selection they are reading.	Important Ideas Inferring Questioning Fact and Opinion Draw Conclusions	Content area lessons: Science Social Studies Math Religion Risk Watch Social Skills Program Scholastic News	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA Book report each term
CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.	1.Students will Identify the main topic or idea and supporting details. 2.Students will organize the information and recognize the main idea. 3. Students will identify the details that support the main idea	Important Ideas Story Structure Text Structure Monitor and Clarify Background Knowledge Questioning Sequence Summarize	Listening and comprehension activities	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA Book report each term

<p><u>CCSS.ELA-LITERACY.RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>1.Students will use compare and contrast instruction, practice, and application to make connections 2.Students will make connections between two key events or ideas through teacher directed comprehension questions</p>	<p>Important Ideas Background Knowledge Questioning Compare and Contrast Fact and Opinion Author's Purpose Draw Conclusions</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Guided reading questions Graphic organizers Center/partner work</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p><b>Craft and Structure:</b> CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>1.Students will be exposed to words which are content-related dealing with the unit theme and the specific selection. 2.Students will identify these words in various contexts 3.Students will use these in the daily activities to help them master the use and meanings of the words</p>	<p>Amazing words Context clues</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Vocabulary story cards-made by the students</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p>CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>1.Students will learn how to read headings, captions, labels, and illustrations in order to interpret and navigate a selection. 2. Students will understand how to use a dictionary or glossary 3. Students will use these tools to locate important information. 3. Students will identify alphabetical order, entry words, and definitions</p>	<p>e-mail e-newsletters Pictionary Dictionary Glossary Guide words Categorize and classify</p>	<p>Electronic learning tools Literacy centers-skills Teacher lead-small group work Alphabots-room hunt for words &amp; put in ABC order</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p>CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>1.Student will look for information in the visuals and in the text 2. Students will combine the information they find to better understand and interpret each selection.</p>	<p>Categorize and classify Organize and synthesize Analyze Sequence</p>	<p>Scholastic Weekly Readers Literacy centers Teacher lead-small group work Story cards</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA Social Studies/science informational articles with comprehension assessment</p>

<p><b>Integration of Knowledge and Ideas:</b> CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>Students will look for key ideas in both the text and visuals of a selection.</p>	<p>Categorize and classify Organize and synthesize Analyze</p>	<p>Scholastic Weekly Readers Literacy centers Teacher lead-small group work</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p><u>CCSS.ELA-LITERACY.RI.1.8</u> Identify the reasons an author gives to support points in a text.</p>	<p>1. Students will recognize the author's purpose in each selection 2. Students will discuss the author on the "Meet the Author"</p>	<p>Author's Purpose</p>	<p>Meet the Author sections Literacy centers</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA book report</p>
<p><u>CCSS.ELA-LITERACY.RI.1.9</u> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Students will be given opportunities to compare and contrast two texts that have similarities and differences.</p>	<p>Text Structure Background Knowledge Compare and Contrast</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p><b>Range of Reading and Level of Text Complexity:</b> CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>1. Students will focus on accuracy, rate, phrasing, automaticity, and expression/intonation. 2. Students will use applied skills to appropriate selections in a variety of independent reading activities.</p>	<p>Accuracy Rate Phrasing Expression Intonation</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue, coral reading Content area lessons: Science Social Studies Math Religion Risk Watch Social Skills Program</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA Fluency Read test</p>

Reading: Foundational Skills

<p><b>Print Concepts:</b>  <u>CCSS.ELA-LITERACY.RF.1</u>  <u>.1</u>          Demonstrate understanding of the organization and basic features of print.</p>	<p>1.Students will look for information in the text and in the visuals          2. Students will combine the information they find to better understand and interpret each selection.</p>	<p>Categorize and classify          Organize and synthesize          Analyze          Text Structure</p>	<p>T-guided activities (RS), center work,          Morning meeting mystery clue</p>	<p>weekly reading tests          unit benchmark tests midyear          benchmark tests end of year test          group projects          Fluency reads          DRA</p>
<p>CCSS.ELA-LITERACY.RF.1          .1.A          Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>1.Students will understand sentence structure, features and sentence types          2. Students will learn the purpose, structure, capitalization, and punctuation of the sentences and produce both written and oral examples of the sentence features and types.</p>	<p>*Sentence starter          *Proper noun          *Name          ● interrogative sentences          ● imperative sentences          ● exclamatory sentences          ● declarative sentences</p>	<p>T-guided activities (RS), center work,          Morning meeting mystery clue          Journal writing          Homework          Fix-it daily sentences</p>	<p>weekly reading tests          unit benchmark tests midyear          benchmark tests end of year test          group projects          Fluency reads          DRA</p>
<p><b>Phonological Awareness:</b>  <u>CCSS.ELA-LITERACY.RF.1</u>  <u>.2</u>          Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>1. Students will listen to and say words to understand how the sounds blend together to form words.          2. Students will learn the letters that stand for these sounds to master the decoding process</p>	<p>Syllable          Sounds          Blend          Phoneme</p>	<p>T-guided activities (RS), center work,          Morning meeting mystery clue          Journal writing          Homework</p>	<p>weekly reading tests          unit benchmark tests midyear          benchmark tests end of year test          group projects          Fluency reads          DRA</p>
<p>CCSS.ELA-LITERACY.RF.1          .2.A          Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>1.Students will learn the differences between the short and long vowel sounds in one-syllable words.          2. Students will learn to form a basis for the eventual learning of the spelling patterns for both the short and long vowel sounds.</p>	<p>Syllable          Sounds          Blend          Phoneme          C=consonant          V=Vowel          Patterns</p>	<p>T-guided activities (RS), center work,          Morning meeting mystery clue          Journal writing          Homework</p>	<p>weekly reading tests          unit benchmark tests midyear          benchmark tests end of year test          group projects          Fluency reads          DRA</p>
<p>CCSS.ELA-LITERACY.RF.1          .2.B</p>	<p>1.Students will blend phonemes to make words.</p>	<p>Syllable          Sounds</p>	<p>T-guided activities (RS), center work,          Morning meeting mystery clue</p>	<p>weekly reading tests          unit benchmark tests midyear</p>

<p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p>	<p>2.Students will listen for sounds in orally produced words is blending those individual sounds to create words.</p>	<p>Blend Phoneme C=consonant V=Vowel Patterns</p>	<p>Journal writing Homework</p>	<p>benchmark tests end of year test group projects Fluency reads DRA</p>
<p>CCSS.ELA-LITERACY.RF.1 .2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	<p>Students will listen for initial sounds in words, then followed by listening for medial and final sounds 2. Students will become accustomed to listening for the locations of sounds in words. 3.The students will master the auditory skills to advance to the decoding skills of matching sounds and letters</p>	<p>Syllable Sounds Blend Phoneme C=consonant V=Vowel Patterns</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Journal writing Homework</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p><u>CCSS.ELA-LITERACY.RF.1</u> <u>.2.D</u> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>1. Students will segment words into individual sounds. 2. Students will blend the sounds to form a word they are often asked to also segment the word 3.The students will use skills to future understand the decoding process.</p>	<p>Syllable Sounds Blend Phoneme C=consonant V=Vowel Patterns</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Journal writing Homework</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p><b>Phonics and Word Recognition:</b> CCSS.ELA-LITERACY.RF.1 .3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>1.Students will practice analysis skills for decoding words. 2.Students will learn to decode the words independently 3. Students will apply those skills as they read the selections</p>	<p>Syllable Sounds Blend Phoneme C=consonant V=Vowel Patterns Consonant blends Digraphs</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Journal writing Homework</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p><u>CCSS.ELA-LITERACY.RF.1</u> <u>.3.A</u> Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>1.Students will reinforce the understanding that the two letters stand for a single sound. 2. Students will distinguish these patterns from common consonant blends.</p>	<p>Syllable Sounds Blend Phoneme C=consonant V=Vowel Patterns</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Journal writing Homework</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>

		Consonant blends Digraphs		
CCSS.ELA-LITERACY.RF.1 .3.B Decode regularly spelled one-syllable words.	1.Students will decode CVC pattern words 2.Students will apply the skills to decode words with more complex vowel and consonant sounds. 3.Students will master this skill with systematic and consistent practice.	Syllable Sounds Blend Phoneme C=consonant V=Vowel Patterns Consonant blends Digraphs Hi-Frequency words Homophones	T-guided activities (RS), center work, Morning meeting mystery clue T-guided activities (RS), center work, Morning meeting mystery clue Journal writing Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
<u>CCSS.ELA-LITERACY.RF.1</u> <u>.3.C</u> Know final -e and common vowel team conventions for representing long vowel sounds.	1.Students will understand the major long vowel patterns 2.Students will be introduced to the less common vowel patterns. 3.Students will learn vowel patterns and decode words in isolation as well as in context	Patterns Magic "e" Crazy "y" Bossy "r" Two vowels together	T-guided activities (RS), center work, Morning meeting mystery clue Journal writing Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
CCSS.ELA-LITERACY.RF.1 .3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	1.Students will learn that each word or syllable has a vowel sound. 2.Students will be introduced to the schwa sound, which is common in the unaccented syllable of a multisyllabic word.	Syllable Sounds Blend Phoneme C=consonant V=Vowel Patterns	T-guided activities (RS), center work, Morning meeting mystery clue Journal writing Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
<u>CCSS.ELA-LITERACY.RF.1</u> <u>.3.E</u> Decode two-syllable words following basic patterns by breaking the words into syllables.	1.Students will learn common patterns used in two-syllable words to divide a word into syllables. 2.Students will apply skills as they decode each syllable, combine the syllables, and identify the word.	Syllable Sounds Blend Phoneme C=consonant V=Vowel Patterns	T-guided activities (RS), center work, Morning meeting mystery clue	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
CCSS.ELA-LITERACY.RF.1 .3.F Read words with inflectional endings.	1.Students will learn to recognize endings and to decode a word with an ending.	Base/root word Magic" e"-Crazy "y" and Bossy "r" will change the sound	T-guided activities (RS), center work, Morning meeting mystery clue I Can Read section Leveled readers	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects



	2.Students will learn spelling changes in base words when endings are added.		Coral reading	Fluency reads DRA Weekly Spelling and dictation tests
CCSS.ELA-LITERACY.RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.	1.Students will learn a skill practice with recognizing and reading high-frequency words and using word analysis skills. 2.Students will learn to read the words independently 3. Students will apply those skills as they read the selection.	Hi-frequency words/word wall words	T-guided activities (RS), center work, Morning meeting mystery clue, word hunts I Can Read section Leveled readers Coral reading	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
<b>Fluency:</b> <u>CCSS.ELA-LITERACY.RF.1.4</u> Read with sufficient accuracy and fluency to support comprehension.	Students will learn a carefully structured sequence that deals with all aspects of fluency.	Phrasing Expression and Intonation	Leveled readers Coral reading Personal conferencing	Reading Street Fluency reads DRA
<u>CCSS.ELA-LITERACY.RF.1.4.A</u> Read grade-level text with purpose and understanding.	Students will preview and predict and then set a purpose for reading	Predict and Set Purpose Picture walk Background knowledge	KWL chart Reading/Homework log Personal conferencing	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
<u>CCSS.ELA-LITERACY.RF.1.4.B</u> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	1.Students will use reading accuracy and appropriate rate 2.Students will use appropriate phrasing, expression, and intonation.	Accuracy Rate Phrasing Expression Intonation	Personal conferencing reading Scholastic Weekly readers Promise issues	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA
<u>CCSS.ELA-LITERACY.RF.1.4.C</u> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.Students will use the context of a selection to check that they have correctly identified and understood words. 2.Students will use the rereading skill to gain meaning and verify their	Accuracy Rate Phrasing Expression Intonation Context clues	Personal conferencing reading Scholastic Weekly readers Promise issues Envision Math Stories	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA

	understanding of the selection.			
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Speaking and Listening

<p><b>Comprehension and Collaboration:</b> <u>CCSS.ELA-LITERACY.SL.1.1</u> 1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p>	<p>1.Students will participate in discussions about grade 1 topics and concepts. 2. Students will use activities and school learning content to extend into the home environment</p>	<p>Surveys Music class School clubs Extended day Homework help</p>	<p>Family Times take-home materials Starfall Reading Web page Classroom Web page Mass &amp; prayer services Surveys and story critiques</p>	<p>Conferencing: Student/teacher critique of center work, homework, and specialists' input</p>
<p><u>CCSS.ELA-LITERACY.SL.1.1A</u> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>1.Students will be introduce good speaking and listening 2. Students will use these rules and practice them throughout the year</p>	<p>Rules-classroom, school, community Respect Attitude Cooperation</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue, Me Box, Show-N-Tell, Social Skills lessons, visitors, specialists, REACH program Content area lessons: Science Social Studies Math Religion Risk Watch Social Skills Program</p>	<p>Conferencing: Student/teacher critique of center work, homework, and specialists' input</p>
<p><u>CCSS.ELA-LITERACY.SL.1.1B</u> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>1.Students will work and talk with classmates. 2.Students will learn to communicate with others, including taking turns, listening, asking questions, offering ideas, and responding to others' ideas. 3.Students will work within many of the partner activities, the exchange of ideas and information is extensive</p>	<p>Rules-classroom, school, community Respect Attitude Cooperation</p>	<p>Me Box, Show-N-Tell, Social Skills lessons Literacy and Math center groups Buddy group=whole first grade together Recess/Lunch Content area lessons: Science Social Studies Math Religion Risk Watch Social Skills Program</p>	<p>Conferencing: Student/teacher critique of center work, homework, and specialists' input</p>

<p><u>CCSS.ELA-LITERACY.SL.1.1.C</u> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>1.Students will practice asking a speaker questions to clarify the information or story presented. 2.Students will be prompted to ask questions if they do not understand or are confused by anything they read or hear.</p>	<p>* Ask and answer questions</p> <ul style="list-style-type: none"> <li>● instructions</li> <li>● predict and set purpose</li> <li>● listen to a description</li> </ul>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Me Box, Show-N-Tell, Social Skills lessons Content area lessons: Science Social Studies Math Religion Risk Watch Social Skills Program</p>	<p>Conferencing: Student/teacher critique of center work, homework, and specialists' input</p>
<p><u>CCSS.ELA-LITERACY.SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Students will use restating and asking/answering questions to confirm their understanding of a selection or concept.</p>	<p>* Ask and answer questions</p> <ul style="list-style-type: none"> <li>● instructions</li> <li>● predict and set purpose</li> <li>● listen to a description</li> </ul>	<p>T-guided activities (RS), center work, Morning meeting mystery clue, Me Box, Show-N-Tell, Social Skills lessons</p>	<p>Conferencing: Student/teacher critique of center work, homework, and specialists' input</p>
<p><u>CCSS.ELA-LITERACY.SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Students will ask questions from clarifying or confirming what has been read to getting additional information.</p>	<p>* Ask and answer questions</p> <ul style="list-style-type: none"> <li>● instructions</li> <li>● predict and set purpose</li> <li>● listen to a description</li> </ul>	<p>T-guided activities (RS), center work, Morning meeting mystery clue, Me Box, Show-N-Tell, Social Skills lessons</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA</p>
<p><b>Presentation of Knowledge and Ideas:</b> <u>CCSS.ELA-LITERACY.SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>1.Students will tell about people, places, things, and events in ways that will enable their listeners to understand what the speakers say. 2.Students will express their ideas and feelings about what they have read or about what they know.</p>	<p>Fact and Opinion Draw Conclusions Summarize</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue, Me Box, Show-N-Tell, Social Skills lessons Concept Talk video or CD</p>	<p>DRA 4-block writing projects Baptism/baby project</p>
<p><u>CCSS.ELA-LITERACY.SL.1.5</u> Add drawings or other visual displays to descriptions when appropriate to clarify</p>	<p>1.Students will create visuals to accompany their work. 2.Students will learn and apply different types of visuals</p>	<p>Realism/ Fantasy Visualize Important Ideas-missing or enhancing Clarifying</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue "Add the ending" with illustrations</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test</p>

ideas, thoughts, and feelings.				
<u>CCSS.ELA-LITERACY.SL.1.6</u> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	1.Students will use complete sentences and correct verb tenses when speaking. 2.Students will learn to demonstrate a command of correct oral expression	Directions When, where, and how List	T-guided activities (RS), center work, Morning meeting mystery clue, Me Box, Show-N-Tell, Social Skills lessons Morning check list completed Daily Fix-it in journal	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Fluency reads DRA

**Language**

<b>Conventions of Standard English:</b> <u>CCSS.ELA-LITERACY.L.1.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.Students will be taught lessons that introduce, reinforce, and review conventions for capitalization; punctuation; parts of speech; kinds of nouns; verb tenses; adjectives; simple, compound, and complex sentences;	<ul style="list-style-type: none"> <li>● nouns</li> <li>● verbs</li> <li>● adjectives</li> <li>● adverbs</li> <li>* compound words</li> <li>● context clues</li> <li>● suffixes</li> <li>● word structure</li> <li>● multiple meaning words</li> </ul>	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<u>CCSS.ELA-LITERACY.L.1.1.A</u> Print all upper- and lowercase letters.	Students will trace and write the letters in rows and then in context of words. 2. Students will learn and use tips for letter formation, left-to-right progression, proper paper position, and proper body position.	Capital Letter Uppercase Letter Lowercase letter Top, middle, bottom Left, right Slant, straight, arc, curve	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework Handwriting lessons	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<u>CCSS.ELA-LITERACY.L.1.1.B</u> Use common, proper, and possessive nouns.	1.Students will define and provide examples of nouns. 2.Students will recognize nouns in context, use them to complete sentence frames, and construct their own oral and written sentences.	Person Place Thing Animal	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<u>CCSS.ELA-LITERACY.L.1.1.C</u> Use singular and plural nouns with matching verbs	1.Students will apply what they learned in complete sentences 2.Students will be introduced to preliminary	Action One and more than one Adding 's'	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests

in basic sentences (e.g., He hops; We hop).	instruction with subject-verb agreement.			
<u>CCSS.ELA-LITERACY.L.1.1.D</u> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	1.Students will reinforce, and review personal subject, object, and possessive pronouns. 2.Students will use the pronouns in oral and written activities.	Pronoun	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<u>CCSS.ELA-LITERACY.L.1.1.E</u> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	1.Students will reinforce, and review verbs, first focusing on present tense verbs and then presenting past and future tense. 2.Students will use clue words such as yesterday, tomorrow, and last week help children determine which tense of verbs to use as they complete sentence frames and write their own sentences.	Inflicted endings Past, present, future “already” happened “is” happening “will” happen	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<u>CCSS.ELA-LITERACY.L.1.1.E</u> Use frequently occurring adjectives.	1.Students will learn, reinforce, and review adjectives. 2.Students will use the adjectives in oral and written activities.	Describe-size, shape, color, texture	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests Writing projects
<u>CCSS.ELA-LITERACY.L.1.1.G</u> Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i> ).	1.Students will learn what conjunctions are and how they are used in the reading selections. 2.Students will note that a group of words or phrases can be connected by the words <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , and <i>because</i> .	Articles Conjunction Connection	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests Writing projects
<u>CCSS.ELA-LITERACY.L.1.1.H</u> Use determiners (e.g., articles, demonstratives).	1.Students will use reading selections contain both articles and demonstratives. 2.Students will read the words in context and	Articles Conjunction Connection	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests Writing projects

	recognize how the words function in the sentence.			
<u>CCSS.ELA-LITERACY.L.1.1</u> ↓ Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i> ).	1.Students will encounter prepositions in their reading, they will identify the kind of relationship a preposition identifies 2.Students will connect the relationships with the prepositions before and after and location relationships with the prepositions in and under.	During Beyond Toward Last Before First Finally	Journal Homework Pre-read/good reader skills	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests Writing projects
<u>CCSS.ELA-LITERACY.L.1.1</u> ↓ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1.Students will learn sentence types: declarative, interrogative, exclamatory, and imperative sentences. 2. Students will learn the purpose, structure, and punctuation of the sentences and produce both written and oral examples of the sentence types.	<ul style="list-style-type: none"> <li>● interrogative sentences</li> <li>● imperative sentences</li> <li>● exclamatory sentences</li> <li>● declarative sentences</li> </ul>	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests Writing projects
<u>CCSS.ELA-LITERACY.L.1.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1.Students will focus on capitalization and punctuation. 2.Students will apply skills in their own writing, which they edit for proper capitalization, punctuation, and spelling	Editing tools-C.O.P.S *Capital letters *Organization *Punctuation *Spelling/ spacing	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<u>CCSS.ELA-LITERACY.L.1.2</u> △ Capitalize dates and names of people.	Students will learn and then reinforce, the capitalization of proper nouns, including the names of people, places, months, days, and holidays.	Editing tools-C.O.P.S *Capital letters *Organization *Punctuation *Spelling/ spacing	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<u>CCSS.ELA-LITERACY.L.1.2</u> B Use end punctuation for sentences.	1.Students will use end punctuation in declarative, interrogative, exclamatory, and imperative sentences. 2.Students will use this skill in proofreading to remind students to check that they	Editing tools-C.O.P.S *Capital letters *Organization *Punctuation *Spelling/ spacing	Journal Homework	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests

	have used correct end punctuation.			
<b>CCSS.ELA-LITERACY.L.1.2</b> <b>.C</b> Use commas in dates and to separate single words in a series.	1.Students will learn about days, months, and holidays. 2.Students will include commas in dates, write the current date on the board. 3.Students will explain that a comma is included after the date and before the year.	Comma=pause sequence	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework Letter writing-a summer friend, Santa, Veteran, Flat Stanly	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<b>CCSS.ELA-LITERACY.L.1.2</b> <b>.D</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Students will participate in spelling pretests, activities, and posttests that focus on words with common spelling patterns and high-frequency words.	Sounds Blend Phoneme C=consonant V=Vowel Patterns	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework conferencing	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<b>CCSS.ELA-LITERACY.L.1.2</b> <b>.E</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1.Students will identify phonetic patterns and spelling patterns 2.Students will use these patterns as a basis for decoding unfamiliar words.	Sounds Blend Phoneme C=consonant V=Vowel Patterns	T-guided activities (RS), center work, Morning meeting mystery clue Journal Homework Conferencing	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests
<b>Knowledge of Language:</b> <b>CCSS.ELA-LITERACY.L.1.3</b> <b>(L.1.3 begins in grade 2)</b>				
<b>Vocabulary Acquisition and Use:</b> <b>CCSS.ELA-LITERACY.L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	1. Students will use text and picture context to determine word meaning. 2. Students will explicit vocabulary instruction focuses on defining select story words and using context clues to determine the meaning of multiple-meaning words, homonyms, and unfamiliar words	Amazing words Background knowledge Context clues Homonyms Antonyms	T-guided activities (RS), center work, Morning meeting mystery clue oral conversations during whole group instruction	weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests

<p><u>CCSS.ELA-LITERACY.L.1.4</u> <u>A</u> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>1.Students will use vocabulary skills to guide children in using text to determine word meaning. 2.Students will investigate context clues within sentences and in surrounding sentences to determine the meaning of unfamiliar words</p>	<p>Amazing words Background knowledge Context clues Homonyms Antonyms</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>
<p><u>CCSS.ELA-LITERACY.L.1.4</u> <u>B</u> Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>1.Students will identify prefixes and suffixes to understand definitions of new words</p>	<p>Prefix Suffix Root word Base word</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>
<p><u>CCSS.ELA-LITERACY.L.1.4</u> <u>C</u> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>1. Students will recall inflected endings to determine past, present, and future tenses of common words.</p>	<p>Prefix Suffix Inflected endings Root word Base word Past tense Present tense Future tense</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>
<p><u>CCSS.ELA-LITERACY.L.1.5</u> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>1.Students will understand and apply meaning using word relationships and differences</p>	<p>Printed text Word families Fluency Endings Prefix Suffix</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>
<p><u>CCSS.ELA-LITERACY.L.1.5</u> <u>A</u> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>1.Students will compare and contrast vocabulary into common groups 2.Students will formulate new categories in the process</p>	<p>Compare and contrast Categories</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Content area lessons: Science Social Studies Math Religion Risk Watch</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>



			Social Skills Program	
<p><u>CCSS.ELA-LITERACY.L.1.5</u> <u>.B</u> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	<p>1.Students will compare and contrast vocabulary into common groups 2.Students will formulate new categories in the process</p>	<p>Compare and contrast Categories</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Content area lessons: Science Social Studies Math Religion Risk Watch Social Skills Program</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>
<p><u>CCSS.ELA-LITERACY.L.1.5</u> <u>.C</u> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	<p>1. Students will associate words with background knowledge 2.Students will retell word meanings orally</p>	<p>Nouns Adjectives</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue—Show and Tell activity Content area lessons: Science Social Studies Math Religion Risk Watch Social Skills Program</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>
<p><u>CCSS.ELA-LITERACY.L.1.5</u> <u>.D</u> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>1. Students will differentiate the degree of a verb by its written context. 2.Students will apply meaning of a verb by demonstrating the verb's action with the intensity and/or an adjective</p>	<p>Context clues Endings of “when”</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Games</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>
<p><u>CCSS.ELA-LITERACY.L.1.6</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently</p>	<p>1.Students discuss vocabulary skills through word choices 2.Students will use words and common phrases that the audience will understand</p>	<p>Languages Oral Written</p>	<p>T-guided activities (RS), center work, Morning meeting mystery clue Games Home reading logs Show and Tell Yearly projects: Who am I?, Me box, Baby/baptism, and Family Tree</p>	<p>weekly reading tests unit benchmark tests midyear benchmark tests end of year test group projects Weekly Spelling and dictation tests</p>

occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).				





