

November**Reading and Writing Instructional Level E/F**

Expectations for student performance are commensurate with instructional level.

Science Content	Social Studies Content
Weather/ Seasons (Fall) Scientific Method Animals Classifications Life Cycle	Elections (citizenship) Thanksgiving (family traditions)

Balanced Literacy Skills		
<u>The Next Step to Guided Reading</u>	<u>F & P: The Continuum of Learning</u>	<u>F & P: Phonics Lessons</u>
Page 278-279	Page 120-123	Page 32-33

December**Reading and Writing Instructional Level F**

Expectations for student performance are commensurate with instructional level.

Science Content	Social Studies Content
Weather/ Seasons Scientific Method	Holidays (family traditions) Wants and Needs Maps and Communities

Balanced Literacy Skills		
<u>The Next Step to Guided Reading</u>	<u>F & P: The Continuum of Learning</u>	<u>F & P: Phonics Lessons</u>
Page 278-279	Page 124-127	Page 32-33

January**Reading and Writing Instructional Level G**

Expectations for student performance are commensurate with instructional level.

Science Content	Social Studies Content
Weather/ Seasons Scientific Method Animal Classifications Life Cycle Food Chains	Martin Luther King JR. Citizenship

Balanced Literacy Skills		
<u>The Next Step to Guided Reading</u>	<u>F & P: The Continuum of Learning</u>	<u>F & P: Phonics Lessons</u>
Page 280	Page 128-131	Page 32-33

Common Core Learning Standards for ELA

WPS=With Prompting and Support

WGS= With Guidance and Support

K= Knowledge (teacher driven)

R= Reasoning (student taken ownership)

PS= Performance Skill (student application)

P= Product (artifact)

Reading Standards for Literature	Standard Description and Examples	Target	
RL1.1	Ask and answer questions about key details in a text <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RL1.2	Retell stories, including key details and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RL1.3	Describe characters, settings and major events in a story using key details. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RL1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RL1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RL1.6	Identify who is telling the story at various points in a text. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RL1.7	Use illustrations and details in a story to describe its characters, setting or events.	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing,

	<ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 		shared reading and writing
RL1.9	<p>Compare and contrast the adventures and experiences of characters in stories</p> <p>a. WPS, students will make cultural connections to text and self.</p> <ul style="list-style-type: none"> Comparisons of family tradition (Nov.) Holiday stories and family traditions (Dec.) Martin Luther King Jr (Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RL1.10	WPS, read prose and poetry of appropriate complexity for grade 1.	PS	Teacher Observations through running records, guided reading and writing, shared reading and writing
RL1.11	Make connections between self, text, and the world around them.	PS	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing

Reading Standards for Informational Text	Standard Description and Examples	Target	
RI1.1	<p>Ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.2	<p>Identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.3	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.4	<p>Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.</p> <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	R	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing

RI1.5	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. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	R	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	R	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.7	Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.8	Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> Teacher models and student initiates (Nov. Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <ul style="list-style-type: none"> Teacher model and student begins to initiates (Nov.) Teacher model and student initiates (Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.10	With prompting and support, read informational texts appropriately complex for grade 1.	PS	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading

Reading Standards for Foundational Skills	Standard Description and Examples	Target	
RF1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). <ul style="list-style-type: none"> Teacher model and student begins to initiates (Nov.) Teacher model and student initiates (Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading
RF1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in	PS	Teacher Observations through discussions, read alouds, running records, guided reading and writing,

	<p>spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>		shared reading, writing, F & P phonics lessons, literacy centers (word work, writing), spelling inventory
RF1.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	PS	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, F & P phonics lessons, literacy centers (word work, writing), spelling inventory
RF1.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	PS	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, F & P phonics lessons, literacy centers (word work, writing), spelling inventory

Writing Standards	Standard Description and Examples	Target	
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W1.1	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <ul style="list-style-type: none"> • Student i.e. – I like spaghetti because it is good. It's my favorite. (Nov.) • Student i.e. – I like spaghetti because it tastes good. My mom makes it. I like when she makes meatballs too. (Dec.) • Reference Next Step in GR – page 279 (Dec.) • Student i.e. – My favorite food is spaghetti, because I like meatballs. My mom makes the best spaghetti. I want it for dinner. (Jan.) • Reference Next Step in GR – page 280 (Jan.) 	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop
W1.2	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <ul style="list-style-type: none"> • Student i.e. – The Pilgrim and Native Americans celebrated the first Thanksgiving. They had a party for three days. (Nov.) • Student i.e. – People around the world celebrate different Holidays. People celebrate Christmas, Hanukah, and Kwanza. They all get gifts. (Dec.) • Reference Next Step in GR – page 279 (Dec.) • Student i.e. – Martin Luther King Jr. was a hero. He had a dream that all people would be equal. He helped people to all be treated equal. He was nice to everyone. (Jan.) • Reference Next Step in GR – page 280 (Jan.) 	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop
W1.3	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> • Student i.e. – I went swimming at my grandma's house. It was fun jumping into the pool. I had fun. (Nov.) • Student i.e. – I went swimming at my grandma's house. It was fun jumping into the pool. My sister went swimming too. (Dec.) • Reference Next Step in GR – page 279 (Dec.) • Student i.e. – Over the vacation, I went to grandma's house. We celebrated her birthday. She opened presents. Then I played with my cousins and we had fun. (Jan.) • Reference Next Step in GR – page 280 (Jan.) 	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop
W1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	PS	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop
W1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop, library research
W1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop, library

			research
W1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	R	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop, library research
W1.11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop, library research

Speaking and Listening Standards	Standard Description and Examples	Target	
SL1.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Seek to understand and communicate with individuals from different cultural backgrounds. 	PS	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, literacy centers, partner reading, think- pair- share
SL1.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> ● Teacher model and student initiates discussion (Nov. and Dec. Jan.) 	R	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading, literacy centers
SL1.3	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <ul style="list-style-type: none"> ● Teacher model and student initiates discussion (Nov. and Dec. Jan.) 	R	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading, literacy centers
SL1.4	<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <ul style="list-style-type: none"> ● Teacher model (Nov. and Dec. Jan.) 	K	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading, literacy centers

SL1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <ul style="list-style-type: none"> Teacher model and student illustrates. (Nov. and Dec. Jan.) 	P	Teacher Observations through discussions, running records, guided reading and writing, interactive writing, literacy centers (reading and listening response), writer's workshop
SL1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 36 for specific expectations.)	PS	Teacher Observations through discussions, guided reading, shared reading

Language Standards	Standard Description and Examples	Target	
L1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> Teacher models and student begins to initiate (Nov. and Dec. Jan.) 		Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop
	a. Print all upper- and lowercase letters.	P	
	b. Use common, proper, and possessive nouns.	K	
	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	K	
	d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	K	
	e. 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).	K	
	f. Use frequently occurring adjectives.	K	
	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	K	

	h. Use determiners (e.g., articles, demonstratives).	K	
	i. Use frequently occurring prepositions (e.g., during, beyond, toward).	K	
	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	P	
L1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> Teacher models and student begins to initiates (Nov. and Dec. Jan.) 		Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop
	a. Capitalize dates and names of people. <ul style="list-style-type: none"> Teacher model: i.e. date on board September 20, 2013 	P	
	b. Use end punctuation for sentences.	P	
	c. Use commas in dates and to separate single words in a series.	P	
	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	P	Spelling contracts
	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	P	Spelling contracts
L1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> Teacher model and student begins to initiates (Nov., Dec. and Jan.) 		Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop, spelling
	a. Use sentence-level context as a clue to the meaning of a word or phrase.	R	

	b. Use frequently occurring affixes as a clue to the meaning of a word.	R	
	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	R	
L1.5	WGS from adults, demonstrate understanding of word relationships and nuances in word meanings.	PS	Teacher Observations through discussions, read alouds, guided reading and writing, shared reading, writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop, spelling
	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	PS	
	b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	PS	
	c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	PS	
	d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	PS	
L1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). <ul style="list-style-type: none"> Teacher models and student begins to initiates (Nov. and Dec. Jan.) 	PS	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop