September

Reading and Writing Instructional Level D

Expectations for student performance are commensurate with instructional level.

Science Content	Social Studies Content
Weather/ Seasons Scientific Method	Rules and Laws/PBIS Community Bus Safety

October

Reading and Writing Instructional Level E

Expectations for student performance are commensurate with instructional level.

Science Content	Social Studies Content
Weather/ Seasons (Fall) Scientific Method (Why leaves change color) Animals Classifications Life Cycle (Pumpkin)	Maps Columbus Day Fire Safety Community Helpers

Balanced Literacy Skills		
The Next Step to Guided Reading	F & P: The Continuum of Learning	F & P: Phonics Lessons
Page 276-277	Page 114-119	Page 32-33

Balanced Literacy Skills		
The Next Step to Guided Reading	F & P: The Continuum of Learning	F & P: Phonics Lessons
Page 278	Page 120-123	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	Evidence
RL1.1	Ask and answer questions about key details in a text ● Teacher model	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. ● Teacher model	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. ● Teacher model	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. ● Teacher model	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. ● Teacher model: i.e. Johnny Appleseed, apple life cycle	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. ● Teacher model	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. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RL1.9	Compare and contrast the adventures and experiences of characters in stories a. WPS, students will make cultural connections to text and self. ● Teacher model	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	Evidence
RI1.1	Ask and answer questions about key details in a text. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing

RI1.2	Identify the main topic and retell key details of a text. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing
RI1.4	Ask and answer questions to help determine or clarify the meaning of words of phrases in a text. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading
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. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading
RI1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading
RI1.7	Use the illustrations and details in a text to describe its key ideas. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading
RI1.8	Identify the reasons an author gives to support points in a text. ● Teacher model	K	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading
RI1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). ● Teacher model	K	Teacher Observations through running records, guided reading, shared reading
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).
	
	    ● Teacher model
		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 spoken single-syllable words.
	    b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	    c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	    d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
		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

RF1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	    a. Know the spelling-sound correspondences for common consonant digraphs.
	    b. Decode regularly spelled one-syllable words.
	    c. Know final -e and common vowel team conventions for representing long vowel sounds.
	    d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	    e. Decode two-syllable words following basic patterns by breaking the words into syllables.
	    f. Read words with inflectional endings.
	    g. Recognize and read grade-appropriate irregularly spelled words.
		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	Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level text orally with accuracy, appropriate rate and expression on successive readings.
	    c. Use context to confirm or self-correct word
		PS	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading

	recognition and understanding, rereading as necessary.		

Writing Standards	Standard Description and Examples	Target	
W1.1	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. ● Student example: I like spaghetti. It is good. (Sept) Spaghetti is good. I like it. (Oct.) Reference Next Step in GR – page 278	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop
W1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. ● Student example: I see you you see me. (Bus Safety-Sept.) Call 911 - Stop, drop, and roll. (Fire Safety-Oct.) Reference Next Step in GR – page 278	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop
W1.3	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. ● Student example: I went swimming. (Sept.) I went swimming at grandmas. It was fun. (Oct.) Reference Next Step in GR – page 278	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop
W1.5	WGS from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. ● Library research	PS	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop
W1.6	WGS from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ● Library research ● Class projects	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). ● Library research ● Classbooks	P	Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop, library research
W1.8	WGS 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

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 writing, shared writing, literacy centers (writing), journals and writer's workshop, library research, classbooks

Speaking and Listening Standards	Standard Description and Examples	Target	Evidence
SL1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 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	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ● Teacher model and student begins to initiate discussion	R	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading, literacy centers
SL1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● Teacher model and student begins to initiate discussion	R	Teacher Observations through discussions, read alouds, running records, guided reading, shared reading, literacy centers
SL1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● Teacher model	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. ● Teacher model and student illustrates.	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. • Teacher models		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,	P	

	and exclamatory sentences in response to prompts.			
L1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			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. ● Teacher model: ie. 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. ● Teacher model and student begins to initiate			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.		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). • Teacher models (Sept.) • Teacher models and student begins to initiate (Oct.)	PS	Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, phonics lessons, literacy centers, journals, writer's workshop