

February**Reading and Writing Instructional Level G/H**

Expectations for student performance are commensurate with instructional level.

| Science Content | Social Studies Content |
|---|--------------------------|
| Weather/ Seasons Scientific Method Animal Classifications Life Cycle Matter | Presidents (citizenship) |

March**Reading and Writing Instructional Level H**

Expectations for student performance are commensurate with instructional level.

| Science Content | Social Studies Content |
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| Weather/ Seasons Scientific Method Animal Classifications Life Cycle Habitats | Meeting wants and needs Communities |

| Balanced Literacy Skills | | |
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| <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 128-135 | Page 32-33 |

| 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 281 | Page 132-135 | 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"> Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |

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| RL1.2 | Retell stories, including key details and demonstrate understanding of their central message or lesson. ● Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RL1.3 | Describe characters, settings and major events in a story using key details. ● Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RL1.4 | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ● Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent 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. ● Students are demonstrating (Feb. and March) ● Example - Presidents | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RL1.6 | Identify who is telling the story at various points in a text. ● Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RL1.7 | Use illustrations and details in a story to describe its characters, setting or events. ● Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent 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. ● Students are demonstrating (Feb. and March) ● Black History Month/ St. Patrick's Day | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent 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. ● Students are demonstrating (Feb. and March) | PS | Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading and writing, independent reading |

| Reading Standards for Informational Text | Standard Description and Examples | Target | |
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| RI1.1 | Ask and answer questions about key details in a text. <ul style="list-style-type: none"> Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RI1.2 | Identify the main topic and retell key details of a text. <ul style="list-style-type: none"> Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RI1.3 | Describe the connection between two individuals, events, ideas, or pieces of information in a text. <ul style="list-style-type: none"> Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RI1.4 | Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. <ul style="list-style-type: none"> Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent 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"> Students are demonstrating (Feb. and March) | PS | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent 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"> Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RI1.7 | Use the illustrations and details in a text to describe its key ideas. <ul style="list-style-type: none"> Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |
| RI1.8 | Identify the reasons an author gives to support points in a text. <ul style="list-style-type: none"> Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, running records, partner reading, think-pair-share, independent reading and writing |

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| 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"> Students are demonstrating (Feb. and March) | R | Teacher Observations through 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 and writing, shared reading and writing, independent reading |

| Reading Standards for Foundational Skills | Standard Description and Examples | Target | |
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| RF1.1 | Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | K | Teacher Observations through discussions, read alouds, running records, guided reading, shared reading |
| RF1.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 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. <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | 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 |

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| | <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> | | |
| 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. – My favorite food is spaghetti, because I like meatballs. My mom makes the best spaghetti. I want it for dinner. (Feb.) Reference Next Step in GR – page 280 (Feb.) Student i.e. – My favorite food is spaghetti, because I like meatballs. I like spaghetti with the red sauce. I like cheese on my spaghetti. My mom makes the best spaghetti. I always want it for dinner. (March) Reference Next Step in GR – page 281 (March) | 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. – 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. (Feb.) Reference Next Step in GR – page 280 (Feb.) Student i.e. – Bears are mammals, because they have fur. They are warm-blooded which means their body temperature stays the same. Their babies are born alive. Moms feed milk to the babies. They have a backbone. There are many kinds of bears. (March) | P | Teacher Observations through discussions, guided reading and writing, shared writing, literacy centers (writing), journals and writer's workshop |

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| | <ul style="list-style-type: none"> Reference Next Step in GR – page 281 (March) | | |
| 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. – 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. (Feb.) Reference Next Step in GR – page 280 (Feb.) Student i.e. - Over the vacation, I went to grandma’s house. We celebrated her birthday. I played with my cousins. Then I ate cake and ice cream. Then Grandma opened her gifts. (March) Reference Next Step in GR – page 281 (March) | 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 | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with | PS | Teacher Observations through discussions, read |

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| | 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. | | 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. ● Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, literacy centers, partner reading, think- pair- share |
| SL1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ● Students are demonstrating (Feb. and March) | R | Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, literacy centers, partner reading, think- pair- share |
| SL1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ● Teacher model and students initiates (Feb. and March) | K | Teacher Observations through discussions, read alouds, running records, guided reading and writing, shared reading, writing, literacy centers, partner reading, think- pair- share |
| SL1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. ● Students are demonstrating (Feb. and March) | 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 | |
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| L1.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Students are demonstrating | | Teacher Observations through discussions, read alouds, running records, guided reading and writing, independent reading and writing, F & P phonics lessons, literacy centers (word work, writing), |

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| | | | journals, writer's workshop, partner reading |
| | a. Print all upper- and lowercase letters. | P | |
| | b. Use common, proper, and possessive nouns. | R PS(March) | |
| | c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | R PS(March) | |
| | d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). | R PS(March) | |
| | 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). | R R PS(March) | |
| | f. Use frequently occurring adjectives. | R R PS(March) | |
| | g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). | R PS(March) | |
| | h. Use determiners (e.g., articles, demonstratives). | R PS(March) | |
| | i. Use frequently occurring prepositions (e.g., during, beyond, toward). | R R PS(March) | |
| | 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"> Students are demonstrating (Feb. and March) | | Teacher Observations through discussions, read alouds, running records, guided reading and writing, independent reading and writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop, partner reading |

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| | a. Capitalize dates and names of people. | 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"> Students are demonstrating (Feb. and March) | | Teacher Observations through discussions, read alouds, running records, guided reading and writing, independent reading and writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop, spelling, partner reading |
| | 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 | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. | | Teacher Observations through discussions, read alouds, guided reading and writing, independent reading and writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop, partner reading, spelling |
| | a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | PS | |

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| | 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 | <p>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).</p> <ul style="list-style-type: none"> Students are demonstrating (Feb. and March) | PS | Teacher Observations through discussions, read alouds, running records, guided reading and writing, independent reading and writing, F & P phonics lessons, literacy centers (word work, writing), journals, writer's workshop, partner reading |

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