



Common Core  
English Language Arts

Grade 1



<b><i>Instructional Goal</i></b>	<b><i>Target Type</i></b>	<b><i>Key Verbs</i></b>
Recall basic information and facts	Knowledge (K)	Name, identify, describe
Think and develop an understanding	Reasoning/Understanding (R)	Explain, compare and contrast, predict
Apply knowledge and reasoning	Skill (S)	Use, solve, calculate
Synthesize to create original work	Product (P)	Create, write, present

KEY IDEAS AND DETAILS	
<b>RL 1.1</b>	<p><b>Standard:</b> Ask and answer questions about key details in a text.</p> <p><b>Anchor:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Ask Questions</li> <li>• Answer questions (who, what, why, when, where)</li> <li>• Give Details</li> <li>• Read for details</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• details</li> <li>• questions</li> <li>• ask</li> <li>• answer</li> <li>• text</li> <li>• information</li> <li>• answer</li> <li>• detalles</li> <li>• texto</li> <li>• información</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can explain that a key detail is an important part of a text. (K)</li> <li>✓ I can ask and answer questions about a text (e.g., <i>who, what, where, when, why</i> and <i>how</i>). (S)</li> <li>✓ I can ask and answer questions about key details in a text. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Who, what, when, where questions                             <ul style="list-style-type: none"> <li>○ Who was the story about?</li> <li>○ What was the story about?</li> <li>○ What happened in the story?</li> <li>○ What happened at the beginning, middle, and end of the story?</li> <li>○ Ask your partner to share a detail from the text</li> </ul> </li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task :</b> Students (<i>with prompting and support from the teacher</i>) when listening to Laura Ingalls Wilder’s <i>Little House in the Big Woods</i> ask questions about the events that occur (such as the encounter with the bear) and answer by offering key details drawn from the text.</p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<b>RL K.1</b> With prompting and support, ask and answer questions about details in a text.	<b>RL 2.1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

KEY IDEAS AND DETAILS	
<b>RL 1.2</b>	<p><b>Standard:</b> Retell stories, including key details, and demonstrating understanding of their central message or lesson.</p> <p><b>Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand key details</li> <li>• Understand sequential order</li> <li>• Identify and verbalize key details and main events within the story</li> <li>• Retell the story in sequential order</li> <li>• Identify and verbalize the problem or conflict in the story</li> <li>• Identify and verbalize how the problem or conflict was resolved within the story</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• retell</li> <li>• details</li> <li>• main event</li> <li>• story</li> <li>• problem</li> <li>• resolution/ending</li> <li>• lesson or moral</li> <li>• sequence (beginning, middle, end)</li> <li>• solve</li> <li>• detalles</li> <li>• problema</li> <li>• resolución</li> <li>• secuencia</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can retell (put into my own words) stories using key details. (S)</li> <li>✓ I can define central message or lesson (the overall idea an author is trying to share). (K)</li> <li>✓ I can determine the central message or lesson found in a story using key details. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Retell what happened in the story.</li> <li>• What is this story mainly about?</li> <li>• What problems did the characters have?</li> <li>• How did the characters solve their problem?</li> <li>• What lessons were learned in the story?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b> Students <i>retell</i> Arnold Lobel’s <i>Frog and Toad Together</i> while <i>demonstrating their understanding of a central message or lesson of the story</i> (e.g., how friends are able to solve problems together or how hard work pays off).</p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<b>RL K.2</b> With prompting and support, retell familiar stories, including key details.	<b>RL 2.2:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

KEY IDEAS AND DETAILS	
<b>RL 1.3</b>	<p><b>Standard:</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand character</li> <li>• Identify characters within the story</li> <li>• Identify main character of the story</li> <li>• Identify the minor character of the story</li> <li>• Identify and verbalize major story events citing key details</li> <li>• Identify key events and details of the story in sequential order (problem-resolution)</li> <li>• Understand what is the lesson or moral in a story</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• identify</li> <li>• characters</li> <li>• setting</li> <li>• plot</li> <li>• events</li> <li>• sequence</li> <li>• problem</li> <li>• resolution</li> <li>• lesson or moral</li> <li>• identificar</li> <li>• eventos</li> <li>• secuencia</li> <li>• problema</li> <li>• resolución</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify the characters, settings, and major events in a story. (K)</li> <li>✓ I can use key details to describe the characters in a story. (S)</li> <li>✓ I can use key details to describe the settings in a story. (S)</li> <li>✓ I can use key details to describe the major events in a story (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Who are the characters in the story?</li> <li>• Who is the main character in the story?</li> <li>• What is the setting of the story?</li> <li>• What is the problem or plot in the story?</li> <li>• How do the characters in the story solve their problem?</li> <li>• What happens at the beginning, middle, and end of the story?</li> <li>• How are the characters behaving or feeling at the beginning, middle, and end of the story?</li> <li>• How do we know the characters are feeling _____? or are going to do _____?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b> After listening to L. Frank Baum’s <i>The Wonderful Wizard of Oz</i>, students <i>describe</i> the <i>characters</i> of Dorothy, Auntie Em, and Uncle Henry, the <i>setting</i> of the Kansas prairie, and <i>major events</i> such as the arrival of the cyclone.</p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<b>RL K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<b>RL 2.3:</b> Describe how characters in a story respond to major events and challenges.

CRAFT AND STRUCTURE	
<b>RL 1.4</b>	<p><b>Standard:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <u>(See grade 1 Language standards 4-6 for additional expectations.)</u></p> <p><b>Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Understand the differences between words, phrases, and sentences</li> <li>Identify words, phrases and sentences</li> <li>Ask and answer questions about story details</li> <li>Understand that words are clues to what characters are thinking</li> <li>Identify words that indicate use of the 5 senses ... see, hear, smell, touch, taste</li> <li>Identify words that communicate feelings....happy, sad, angry, worry, fear</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>story</li> <li>poems</li> <li>word</li> <li>identify</li> <li>senses</li> <li>feelings</li> <li>poetry</li> <li>phrase</li> <li>sentence</li> <li>poema</li> <li>__, frase, __</li> <li>identificar</li> <li>sentidos</li> <li>poesía</li> <li>frase</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p><b>Essential Question:</b></p> <p>Author’s choice: Why does it matter? What makes a story a “great” story?</p>
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify the five senses (sight, hearing, taste, touch, smell). (K)</li> <li>✓ I can identify words and phrases in a story or poem that tell me how something looks, sounds, tastes, feels, or smells. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>How does this story or poem make you feel when you read it? How do you know?</li> <li>Does the character use their five senses in this story? What words support that?</li> <li>How do we know the character feels happy, sad, or angry? What words support that?</li> <li>Identify the words that describe what the character hears, sees, .....?</li> <li>What words in the story tell us what the setting looks like?</li> <li>Is this a story or a poem? How do you know?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b> Students identify words and phrases within Molly Bang’s The Paper Crane that appeal to the senses and suggest the feelings of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed).</p> <p><b>SBAC Claim # 5:</b> Use oral and written language skillfully</p>
<b>Before and After:</b>	
<p><b>RL K.4</b> Ask and answer questions about unknown words in a text. <u>(See grade K Language standards 4-6 for additional expectations).</u></p>	<p><b>RL 2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. <u>(See grade 2 Language standards 4-6 for additional expectations.)</u></p>

# COMMON CORE ELA STANDARDS - GRADE 1

<b>CRAFT AND STRUCTURE</b>	
<b>RL 1.5</b>	<p><b>Standard:</b> 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><b>Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand narrative structure of a story</li> <li>• Understand the expository structure found in informational text</li> <li>• Identify story structure</li> <li>• Identify informational structure</li> <li>• Distinguish between story and informational text structure</li> <li>• Recognize common genres               <ul style="list-style-type: none"> <li>○ Fable</li> <li>○ Narrative</li> <li>○ Fairytale</li> <li>○ Poem/Rhyme</li> <li>○ Magazine –Expository</li> <li>○ Fiction/non-fiction</li> </ul> </li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• explain</li> <li>• difference</li> <li>• story</li> <li>• poem</li> <li>• information</li> <li>• text</li> <li>• narrative</li> <li>• expository</li> <li>• characters</li> <li>• fiction</li> <li>• non-fiction</li> <li>• explicar</li> <li>• diferencia</li> <li>• poema</li> <li>• información</li> <li>• texto</li> <li>• narrativa</li> <li>• expositivo</li> <li>• ficción</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can read or listen to books that tell stories. (S)</li> <li>✓ I can read or listen to books that give information. (S)</li> <li>✓ I can explain the differences between books that tell stories and books that give information. (R)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Is this a book that tells a story or gives information? How do you know?</li> <li>• Explain if it is fiction or non-fiction. How do you know?</li> <li>• What is this book about?</li> <li>• What information can we gather from this book (what can we learn from this book)?</li> <li>• Who are the characters?</li> <li>• Where does the story take place?</li> <li>• What happens in the story?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 1: Read Closely &amp; Critically</b></p>
<b>Before and After:</b>	
<b>RL K.5</b> Recognize common types of texts (e.g. storybooks, poems).	<b>RL 2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**COMMON CORE ELA STANDARDS - GRADE 1**

<b>CRAFT AND STRUCTURE</b>	
<b>RL 1.6</b>	<p><b>Standard:</b> Identify who is telling the story at various points in a text.</p> <p><b>Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of a narrator</li> <li>• Understand character</li> <li>• Understand concept of dialogue (talking between characters)</li> <li>• Understand quotation marks</li> <li>• Identify narrator</li> <li>• Identify character’s voice</li> <li>• Identify dialogue in text</li> <li>• Identify speaker</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• narrator/narrate</li> <li>• character</li> <li>• dialogue</li> <li>• author</li> <li>• author’s voice</li> <li>• quotations</li> <li>• narrador/a</li> <li>• personaje</li> <li>• dialogo</li> <li>• autor</li> <li>• voz del autor</li> <li>• cotizaciones</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p><b>Essential Question:</b></p> <p>Author’s choice: Why does it matter? What makes a story a “great” story?</p>
<p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can identify the characters in a story. (K)</li> <li>✓ I can recognize when more than one character is telling the story. (R)</li> <li>✓ I can identify when the character telling the story changes. (S)</li> <li>✓ I can identify the character telling the story at any point. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Who is telling the story?</li> <li>• What does the narrator of a story do?</li> <li>• What does an author do?</li> <li>• Who is talking? How do we know?</li> <li>• How many characters are in the story?</li> <li>• What are the names of the characters?</li> <li>• What are the characters in the story saying?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b> Students identify the points at which different characters are telling the story in the Finn Family Moomintroll by Tove Jansson.</p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<p><b>Before and After:</b></p>	
<p><b>RL K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p><b>RL 2.6</b> Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>



<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>		
<b>RL 1.7</b>	<b>Standard:</b> Use illustrations and details in a story to describe its characters, settings, or events.	<b>Anchor:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<b>Essential Skills/Concept:</b>		<b>Academic Vocabulary/Cognates:</b>
<ul style="list-style-type: none"> <li>Understand that illustration is a picture or a drawing.</li> <li>Understand that details are specific pieces of information that add meaning to a story</li> <li>Understand character</li> <li>Understand and identify major story events</li> <li>Understand and identify story setting</li> <li>Understand that illustrations add details to a story</li> <li>Understanding that illustrations used to show the setting of story</li> <li>Identify the sequence of the main events of a story using details in illustration</li> </ul>		<ul style="list-style-type: none"> <li>characters</li> <li>settings</li> <li>events</li> <li>story</li> <li>illustrations</li> <li>describe</li> <li>details</li> <li>personaje</li> <li>ilustración</li> <li>describir</li> <li>detalles</li> </ul>
<b>Enduring Understanding:</b>		<b>Essential Question:</b>
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.		In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
<b>Suggested Learning Targets:</b>		
<ul style="list-style-type: none"> <li>✓ I can look at the illustrations in story and describe what I see. (K)</li> <li>✓ I can identify details in a story that tell me about the characters, setting, or events. (K)</li> <li>✓ I can describe the characters, setting, or events of a story using illustrations and details. (S)</li> </ul>		
<b>Questions Stems:</b>		<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>What is an illustration?</li> <li>Where can we look to find details about the story characters (ex. How they look, where they live)?</li> <li>How do illustrations help us understand the events in the story?</li> <li>Describe details from illustrations.</li> <li>Where does the story take place (setting)? How do we know?</li> </ul>		<b>SBAC Claim # 1:</b> Read Closely & Critically
<b>Before and After:</b>		
<b>RL K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>RL 2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>RL 1.8</b>	<b>Standard:</b> Not applicable to literature	<b>Anchor:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

<b>CRAFT AND STRUCTURE</b>	
<b>RL 1.9</b>	<p><b>Standard:</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Identify the characters in a story</li> <li>• Understand comparison (similarities)</li> <li>• Understand contrast (differences)</li> <li>• Understand what an adventure is</li> <li>• Understand what an experience is</li> <li>• Identify similarities (comparisons)</li> <li>• Identify differences (contrasts)</li> <li>• Make comparisons between characters</li> <li>• Understand the “who” and “what” within stories</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• compare (similarities)</li> <li>• contrast (differences)</li> <li>• adventures</li> <li>• experiences</li> <li>• characters</li> <li>• comparar</li> <li>• contraste</li> <li>• aventuras</li> <li>• experiencias</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p><b>Essential Question:</b></p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p>
<p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can identify characters in stories I read or hear. (K)</li> <li>✓ I can describe the adventures and experiences of characters in stories I read or hear. (K)</li> <li>✓ I can compare the adventures and experiences of characters by telling how they are alike. (R)</li> <li>✓ I can contrast the adventures and experiences of characters by telling how they are different. (R)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• How is ____ similar to ____ in a story?</li> <li>• How are ____ and ____ different?</li> <li>• What adventures did ____ have in the story?</li> <li>• What experiences did ____ and ____ have in the story?</li> <li>• How are their adventures similar? How are they different?</li> <li>• How are their experiences similar (compare)?</li> <li>• How are their experiences different (contrast)?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<p><b>Before and After:</b></p>	
<p><b>RL K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><b>RL 2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<b>RL 1.10</b>	<p><b>Standard:</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in texts.</p> <p>b. Confirm predictions about what will happen next in text.</p>
<p><b>Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Recall familiar stories</li> <li>Retell familiar stories</li> <li>Recite poems</li> <li>Make connections between texts such as poems on the same topic.</li> <li>Make and confirm predictions about what will happen next in a story?</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>retell</li> <li>recall</li> <li>compare</li> <li>predict</li> <li>identify</li> <li>comparar</li> <li>predecir</li> <li>identificar</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What do good readers do? Am I clear about what I just read? How do I know?
<b>Suggested Learning Targets:</b>	
✓ I can read first grade sight words (high-frequency words). (S) ✓ I can read short books and poems and ask for help when needed. (S)	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Retell the text (prose/poetry)</li> <li>Does this story/poem remind you of any other stories/poems we have read?</li> <li>Compare this piece to other pieces of text you have read.</li> <li>Identify similarities between the two pieces.</li> <li>What other stories or poems have you read about ___?</li> <li>Predict what you think will happen next in the story?</li> <li>What makes you think that will happen?</li> <li>How do you know?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<p><b>RL K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>a. Activate prior knowledge related to the information and events in texts.</b></p> <p><b>b. Use illustrations and context to make predictions about text.</b></p>	<p><b>RL 2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</p>

KEY IDEAS AND DETAILS	
<b>RI 1.1</b>	<p><b>Standard:</b> Ask and answer questions about key details in a text.</p> <p><b>Anchor:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Understand how to ask a question about text.</li> <li>Understand how to answer questions about text.</li> <li>Respond in clear, focused sentences.</li> <li>Answer who, what, where, when, and how questions.</li> <li>Identify main events, and key details within a text.</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>question</li> <li>answer</li> <li>identify</li> <li>ask</li> <li>detail</li> <li>text events</li> <li>learn</li> <li>identificar</li> <li>detalles</li> <li>texto</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	What do good readers do? Am I clear about what I just read? How do I know?
<b>Suggested Learning Targets:</b>	
✓ I can explain that a key detail is an important part of a text. (K) ✓ I can identify key details in a text (e.g., <i>who, what, where, when, why, and how</i> ). (S)	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>What is this story about?</li> <li>How do we know ___?</li> <li>What is the most important idea or part of this text?</li> <li>What can we learn from this book?</li> <li>What details help us know how _____ does _____?</li> <li>Where can we find _____?</li> <li>What details were important?</li> <li>What events happened first, second, third?</li> <li>Can you identify the main event?</li> <li>How do you know this is the main event?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b> After listening to Gail Gibbons’ <i>Fire! Fire!</i>, students ask questions about how firefighters respond to a fire and answer using key details from the text.</p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<p><b>RI K.1</b> With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>RI 2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>

KEY IDEAS AND DETAILS	
<b>RI 1.2</b>	<p><b>Standard:</b> Ask and answer questions about key details in a text.</p> <p><b>Anchor:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Identify topics within text</li> <li>Identify main ideas, key details in text</li> <li>Understand how to retell text, recounting key details.</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>identify</li> <li>main topic</li> <li>retell</li> <li>key details</li> <li>important</li> <li>text</li> <li>details</li> <li>identificar</li> <li>importante</li> <li>texto</li> <li>detalles</li> </ul>
<b>Enduring Understanding:</b>	
Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	
<b>Essential Question:</b>	
What do good readers do? Am I clear about what I just read? How do I know?	
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can define main idea/topic (who or what the text is mostly about). (K)</li> <li>✓ I can identify the main idea or topic of a text. (S)</li> <li>✓ I can retell the key details of a text (e.g., <i>who, what, where, when, why, and how</i>). (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Tell me what we can learn about from this text?</li> <li>What is this book mostly about? How do you know?</li> <li>What are the important details about ____ in the text?</li> <li>Can you retell the story to a friend?</li> <li>What were the important details that your partner needs to know?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<p><b>RI K.2</b> With prompting and support, identify the main topic and retell key details of a text.</p>	<p><b>RI 2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>

KEY IDEAS AND DETAILS	
<b>RI 1.3</b>	<p><b>Standard:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Anchor:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand the purpose of informational text</li> <li>• Understand the structure of informational text.</li> <li>• Use written and graphic elements to derive meaning (comprehension) of informational text.</li> <li>• Connect individuals and events within informational text.</li> <li>• Describe main ideas in informational text.</li> <li>• Distinguish what is an important piece of information.</li> <li>• Link people and their ideas.</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• text</li> <li>• graphics</li> <li>• illustrations</li> <li>• picture</li> <li>• photograph</li> <li>• diagram</li> <li>• labels</li> <li>• character</li> <li>• events</li> <li>• details</li> <li>• information</li> <li>• texto</li> <li>• grafico</li> <li>• ilustración</li> <li>• fotografía</li> <li>• diagrama</li> <li>• detalles</li> <li>• información</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p><b>Essential Question:</b></p> <p>What do good readers do? Am I clear about what I just read? How do I know?</p>
<p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can identify individuals, events, ideas, or pieces of information in a text. (S)</li> <li>✓ I can describe a connection between two individuals in a text (e.g., <i>Clifford is Emily Elizabeth’s dog</i>). (R)</li> <li>✓ I can describe a connection between two events in a text (e.g., <i>The Pilgrims come to America; the first Thanksgiving is celebrated</i>). (R)</li> <li>✓ I can describe a connection between two ideas or pieces of information in a text (e.g., <i>The sun and moon are both in the sky.</i>). (R)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What can we learn from this text?</li> <li>• How are _____ and _____ connected in this text?</li> <li>• Do these illustrations/graphics/pictures give you a hint to what will happen next? How do you know?</li> <li>• What are the main events in the text?</li> <li>• What happened first, next, last?</li> <li>• What caused ___ to happen?</li> <li>• How do you know? What information tells _____?</li> <li>• What did the characters in the text do next?</li> <li>• What details in the story give you information about the characters?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<p><b>Before and After:</b></p>	
<p><b>RI K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><b>RI 2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>

<b>CRAFT AND STRUCTURE</b>	
<b>RI 1.4</b>	<p><b>Standard:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>(See grade 1 Language standards 4-6 for additional expectations.)</u></p> <p><b>Anchor:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Ability to ask clarifying questions about texts</li> <li>• Ability to express own understanding of the meaning of a text</li> <li>• Identify a word that is unknown</li> <li>• With support -self-monitor by identifying unknown words, decode, re-read for clarification</li> <li>• Understand the use of context clues such as in determining the meaning of unknown words</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• clarify</li> <li>• determine</li> <li>• context</li> <li>• ask</li> <li>• answer</li> <li>• unknown</li> <li>• words</li> <li>• text</li> <li>• clue</li> <li>• context</li> <li>• re-read</li> <li>• decode</li> <li>• clarificar</li> <li>• determinar</li> <li>• texto</li> <li>• contexto</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify unknown or unclear words and phrases. (K)</li> <li>✓ I can clarify or learn the meaning of words and phrases by asking and answering questions. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What can you do when you get to a word you don’t know?</li> <li>• Is this a word/phrase you know, or have heard?</li> <li>• What can you do to help yourself?</li> <li>• Look at the picture, graphic, illustration; is there something there to help you figure out what the word is?</li> <li>• Re-read the sentence, do the other words help you understand?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p>
<b>Before and After:</b>	
<p><b>RI K.4</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <u>(See grade K Language standards 4-6 for additional expectations.)</u></p>	<p><b>RI 2.4</b> Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. <u>(See grade 2 Language standards 4-6 for additional expectations.)</u></p>

CRAFT AND STRUCTURE	
<b>RI 1.5</b>	<p><b>Standard:</b> Know and use various <b>text structures</b> (e.g., <b>sequence</b>) and <b>text</b> features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p><b>Anchor:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Identify headings and their purposes</li> <li>Identify and use table of contents to locate facts</li> <li>Identify and use glossary to locate facts</li> <li>Understand computer icons and menus to locate information</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>identify</li> <li>different</li> <li>parts</li> <li>explain</li> <li>meaning</li> <li>table of contents</li> <li>glossary</li> <li>headings</li> <li>identificar</li> <li>diferente</li> <li>parte</li> <li>explicar</li> <li>glosario</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Author’s choice: Why does it matter? What makes a story a “great” story?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify and give examples of text features. (K)</li> <li>✓ I can explain how text features help locate key facts or information. (R)</li> <li>✓ I can locate key facts or information using text features.</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Can you identify the different parts of this book?</li> <li>Can you explain how the different parts are used?</li> <li>If you wanted to find the meaning of a word in this book where would you look?</li> <li>Look in the table of contents and find the page number for _____?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Appendix B Sample Performance Task:</b> Students locate key facts or information in Claire Llewellyn’s Earthworms by using various text features (headings, table of contents, glossary) found in the text.</p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<b>RI K.5</b> Identify the front cover, back cover, and title page of a book.	<b>RI 2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.



<b>CRAFT AND STRUCTURE</b>		
<b>RI 1.6</b>	<b>Standard:</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>Anchor:</b> Assess how point of view or purpose shapes the content and style of a text.
<b>Essential Skills/Concept:</b>		<b>Academic Vocabulary/Cognates:</b>
<ul style="list-style-type: none"> <li>• Analyze how the illustration presents information and ideas</li> <li>• Analyze how the words present information and ideas</li> <li>• Understand the role of an illustrator</li> <li>• Understand the role of an author</li> </ul>		<ul style="list-style-type: none"> <li style="width: 50%;">• author</li> <li style="width: 50%;">• autor</li> <li style="width: 50%;">• illustration</li> <li style="width: 50%;">• ilustración</li> <li style="width: 50%;">• illustrator</li> <li style="width: 50%;">• ilustrador</li> <li style="width: 50%;">• distinguishing</li> <li style="width: 50%;">• distinguir</li> </ul>
<b>Enduring Understanding:</b>		<b>Essential Question:</b>
Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.		Author’s choice: Why does it matter? What makes a story a “great” story?
<b>Suggested Learning Targets:</b>		
<ul style="list-style-type: none"> <li>✓ I can locate pictures and illustrations in a text. (K)</li> <li>✓ I can explain what I learn from looking at a picture or illustration in a text. (R)</li> <li>✓ I can explain what I learn from reading or hearing the words of a text. (R)</li> <li>✓ I can tell the difference between what I learned from pictures or illustrations and what I learned from words. (S)</li> </ul>		
<b>Questions Stems:</b>		<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>• What does the author do?</li> <li>• What does the illustration do?</li> <li>• Do you think they would work together on a book?</li> <li>• Why would a book need an illustrator and an author?</li> <li>• What do the illustrations tell us about the words?</li> <li>• What do the words tell us about the illustrations?</li> </ul>		<b>SBAC Claim # 1:</b> Read Closely & Critically
<b>Before and After:</b>		
<b>RI K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		<b>RI 2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**COMMON CORE ELA STANDARDS - GRADE 1**

<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
<b>RI 1.7</b>	<p><b>Standard:</b> Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Anchor:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Recognize what is an illustration (picture, photo, drawing)</li> <li>Understand and follow the information in the text</li> <li>Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about</li> <li>With help, connect the illustrations with the message</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>illustration</li> <li>describe</li> <li>relationship</li> <li>text</li> <li>person</li> <li>place</li> <li>idea</li> <li>thing</li> <li>depict</li> <li>shows</li> <li>tells</li> <li>ilustración</li> <li>describir</li> <li>relación</li> <li>texto</li> <li>persona</li> <li>idea</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can describe an illustration in a text. (S)</li> <li>✓ I can identify details in a text by looking at the illustrations. (S)</li> <li>✓ I can use the illustrations and details in a text to describe the key ideas. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>What can you learn from the illustrations?</li> <li>What do you think the writer is trying to say? What in the picture helps you think that?</li> <li>Why do you think the illustrator put in that picture?</li> <li>Does the illustration match what the writer is trying to say?</li> <li>Do you think the story and the picture are connected?</li> <li>Describe how the picture helps you understand what the author has written.</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Sample Performance Task:</b> Students use the illustrations along with textual details in Wendy Pfeffer’s <i>From Seed to Pumpkin</i> to describe the key idea of how a pumpkin grows.</p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<p><b>RI K.7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><b>RI 2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>

INTEGRATION OF KNOWLEDGE AND IDEAS	
<b>RI 1.8</b>	<p><b>Standard:</b> Identify the reasons an author gives to support points in a text.</p> <p><b>Anchor:</b> Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Know how to link people and their ideas</li> <li>• Know that an author writes to share what he/she thinks</li> <li>• Know that authors use details to help make a point</li> <li>• Understand that authors try to explain their thinking</li> <li>• Know that an author may have more than one reason to explain his thinking.</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• reasons</li> <li>• author</li> <li>• explain</li> <li>• tells</li> <li>• writing</li> <li>• text</li> <li>• support</li> <li>• points</li> <li>• razones</li> <li>• autor</li> <li>• explicar</li> <li>• texto</li> <li>• puntos</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p><b>Essential Question:</b></p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p>
<p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can identify why an author wrote a text (K)</li> <li>✓ I can identify the points an author makes in a text. (e.g., <i>Everyone should recycle.</i>) (K)</li> <li>✓ I can identify the reasons an author gives to support the points in a text (e.g., <i>Everyone should recycle because landfills are becoming full.</i>). (R)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What does the writer think about this problem?</li> <li>• Why do you think the author wrote that?</li> <li>• Were there any reasons why you think the author...?</li> <li>• What in the writing made you think that?</li> <li>• What were the reasons the author wrote this piece?</li> <li>• How and where did the author support his reasoning?</li> <li>• What important points does the author make?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>Sample Performance Task:</b> Students identify the reasons Clyde Robert Bulla gives in his book <i>A Tree Is a Plant</i> in support of his point about the function of roots in germination.</p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<p><b>Before and After:</b></p>	
<p><b>RI K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><b>RI 2.8</b> Describe how reasons support specific points the author makes in a text.</p>

INTEGRATION OF KNOWLEDGE AND IDEAS	
<b>RI 1.9</b>	<p><b>Standard:</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><b>Anchor:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand the two texts on the same topic</li> <li>• Identify the similarities in the two texts</li> <li>• Identify the differences between the two texts</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• illustration</li> <li>• similarities</li> <li>• differences</li> <li>• text</li> <li>• ilustración</li> <li>• diferencias</li> <li>• texto</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	In what ways does creative choice impact an audience? Whose story is it, and why does it matter?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can compare two texts on the same topic by telling how they are alike. (R)</li> <li>✓ I can contrast two texts on the same topic by telling how they are different. (R)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What can we learn from this text?</li> <li>• We read two books, what is different about them? What is the same?</li> <li>• Can you fill in the Thinking Map showing the similarities and differences of the two texts?</li> <li>• Do both books have illustrations? How were they used in both books?</li> <li>• What did the illustrations in the books tell you?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 1:</b> Read Closely &amp; Critically</p>
<b>Before and After:</b>	
<b>RI K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>RI 2.9</b> Compare and contrast the most important points presented by two texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<b>RI 1.10</b>	<p><b>Standard:</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in texts.</p> <p>b. Confirm predictions about what will happen next in text.</p>
<p><b>Anchor:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Work in groups</li> <li>• Read with a purpose</li> <li>• Understand what is read individually</li> <li>• Understand what is read by others</li> <li>• Contribute to the group (help understand what is being read)</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• partner</li> <li>• purpose</li> <li>• individual</li> <li>• contribute</li> <li>• individuo</li> <li>• contribuir</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	What do good readers do? Am I clear about what I just read? How do I know?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify and read sight words (high-frequency words). (S)</li> <li>✓ I can read short informational texts and ask for help when needed.</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Talk to your partner about_____.</li> <li>• Help your partner...</li> <li>• Everyone needs to take a turn talking about what is happening on the page in the book.</li> <li>• What do you think will happen next?</li> <li>• What clues gave you that idea?</li> <li>• What does your partner think?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p>
<b>Before and After:</b>	
<p><b>RI K.10</b> Actively engage in group reading activities with purpose and understanding.</p> <p>a. <b><u>Activate prior knowledge related to the information and events on texts.</u></b></p> <p>b. <b><u>Use illustrations and context to make predictions about text.</u></b></p>	<p><b>RI 2.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

PRINT CONCEPTS	
<b>RF 1.1</b>	<p><b>Standard:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)</p>
<b>Anchor:</b> Anchor standards do not exist for RF standards	
<b>Essential Skills/Concept:</b>	<b>Academic Vocabulary/Cognates:</b>
<ul style="list-style-type: none"> <li>• Know that sentences begin with a capital letter</li> <li>• Know that a sentence conveys a complete thought</li> <li>• Know that sentences need ending punctuation                             <ul style="list-style-type: none"> <li>○ question ?</li> <li>○ period .</li> <li>○ exclamation !</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• organization</li> <li>• word</li> <li>• sentence</li> <li>• names</li> <li>• beginning</li> <li>• ending</li> <li>• punctuation</li> <li>• capitalization</li> <li>• question mark</li> <li>• period</li> <li>• exclamation point</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Foundational elements of literacy require a working knowledge of the organization and basic features of print.	What do good readers do? What do good writers do?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify letters, words, and sentences. (K)</li> <li>✓ I can recognize that words are combined to make sentences. (K)</li> <li>✓ I can recognize that the first word in a sentence is capitalized. (K)</li> <li>✓ I can recognize that words are separated by spaces before and after them. (K)</li> <li>✓ I can recognize that a sentence ends with a punctuation mark. (e.g., period, question mark, exclamation point). (K)</li> </ul>	
<b>Questions Stems:</b>	<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>• Show me where to begin reading.</li> <li>• Distinguish UC from LC letters</li> <li>• Identify basic punctuation period, question mark, exclamation point</li> <li>• Basic capitalization (first letter of sentence, proper nouns)</li> <li>• Serial order L R</li> <li>• Know that print contains message</li> <li>• Know that illustrations add detail</li> <li>• Did you start the sentence with a capital?</li> <li>• How should you start that sentence?</li> <li>• Does your sentence tell who did what?</li> <li>• How should your sentence end?</li> <li>• Do you need something at the end of your sentences?</li> </ul>	
<b>Before and After:</b>	
<b>RF K.1</b> Follow words from left to right, top to bottom, and page by page.	<b>RF 2.1 (NA)</b>

PHONOLOGICAL AWARENESS	
<p><b>RF 1.2</b></p>	<p><b>Standard:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single- syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ol>
<p><b>Anchor:</b> Anchor standards do not exist for RF standards</p>	
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Know the sound symbol correspondence of all short and long vowel sounds.</li> <li>Identify vowels/vowel sounds within single syllable words (ex. cvc words)</li> <li>Isolate and blend phonemes in single syllable words.</li> <li>Identify phonemes in the initial, medial and final position in spoken single syllable words.</li> <li>Articulate simple decodable words, identifying all phonemes in the initial, medial and final position.</li> <li>Segment phonemes in proper order. (ex. c-a-t =cat).</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>distinguish</li> <li>vowel</li> <li>consonant</li> <li>sound</li> <li>segment</li> <li>blend</li> <li>syllable</li> <li>initial (beginning)</li> <li>median (middle)</li> <li>final (end)</li> <li>distinguir</li> <li>vocal</li> <li>consonante</li> <li>sonido</li> <li>segmento</li> <li>.</li> <li>sílaba</li> <li>inicial</li> <li>final</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.</p>	<p><b>Essential Question:</b></p> <p>Why are sounds and letter important? How do sounds and letters create words?</p>
<p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can identify short vowel sounds in single-syllable words. (e.g. <i>cat, sit, hop</i>). (K)</li> <li>✓ I can identify long vowel sounds in single-syllable words (e.g., <i>bake, mine, hope</i>). (K)</li> <li>✓ I can tell the difference between long and short vowel sounds. (R)</li> <li>✓ I can identify the sound each letter makes. (K)</li> <li>✓ I can recognize that blending letters can create new sounds. (K)</li> <li>✓ I can sound out words by blending letter sounds. (S)</li> <li>✓ I break words into beginning, middle, and ending sound segments. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>What sound do we hear at the beginning of _____?</li> <li>What sound do we hear in the middle of _____?</li> <li>What sound do we hear in the end of _____.</li> <li>What is the first sound in _____? Last ___?</li> <li>Stretch the word _____.</li> <li>On your arm, tap the sounds you hear in _____.</li> <li>What word do you make by putting together the sounds /m/a/H/?How should your sentence end?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p>
<p><b>Before and After:</b></p>	
<p><b>RF K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><b>RF 2.2 (NA)</b></p>

# COMMON CORE ELA STANDARDS - GRADE 1

PHONICS AND WORD RECOGNITION		
<b>RF 1.3</b>	<b>Standard:</b> Know and apply grade-level phonics and word analysis skills in decoding words a. Know the spelling-sound correspondences for common consonant digraphs. both in isolation and in text. 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.	<b>Anchor:</b> Anchor standards do not exist for RF standards
<b>Essential Skills/Concept:</b> <ul style="list-style-type: none"> <li>Understand that sometimes two consonant letters make one sound (e.g., /sn/wh/khl)</li> <li>Read and pronounce the sounds represented in one – syllable words</li> <li>Know that in many short words that end in e the vowel has a long sound</li> <li>Understand that words have parts and each part needs a vowel</li> <li>Use inflectional ending like –ed, -es-ing, to read words</li> <li>Know the role that inflectional endings play in making words</li> <li>Know rules for breaking words apart like double consonants, inflected endings</li> <li>Understanding that each syllable must contain a vowel sound, use this knowledge to identify syllables within written words.</li> <li>Ability to decode simple two syllable words following the vowel pattern for syllable division.</li> <li>Ability to recognize and read grade 1 irregularly spelled words/sight words and words with inflectional endings (look, looked)</li> </ul>		<b>Academic Vocabulary/Cognates:</b> <ul style="list-style-type: none"> <li>decode</li> <li>silable</li> <li>sonidos</li> <li>silenciosa/e</li> <li>vocal</li> <li>consonante</li> <li>patrón</li> <li>syllable</li> <li>silab</li> <li>sonidos</li> <li>silenciosa/e</li> <li>vocal</li> <li>consonante</li> <li>patrón</li> <li>sounds</li> <li>sonidos</li> <li>silenciosa/e</li> <li>vocal</li> <li>consonante</li> <li>patrón</li> <li>silent e</li> <li>silenciosa/e</li> <li>vocal</li> <li>consonante</li> <li>patrón</li> <li>vowel</li> <li>vocal</li> <li>consonante</li> <li>patrón</li> <li>consonant</li> <li>consonante</li> <li>patrón</li> <li>pattern</li> <li>patrón</li> <li>endings</li> <li>diagraph</li> </ul>
<b>Enduring Understanding:</b>		<b>Essential Question:</b>
Word analysis and decoding skills are foundational for success as a reader.		How do sounds and letters create words? When a word doesn't make sense, what can I do?
<b>Suggested Learning Targets:</b>		
<ul style="list-style-type: none"> <li>✓ I can identify the sounds each letter makes. (K)</li> <li>✓ I can identify and create the sounds common digraphs make (e.g., sh, ph, th). (S)</li> <li>✓ I can decode one-syllable words by sounding out each letter. (S)</li> <li>✓ I can recognize long vowel sounds created using a final –e and common vowel teams. (K)</li> <li>✓ I can recognize that all syllables have a vowel sound. (K)</li> <li>✓ I can determine the number of syllables in a word by counting the vowel sounds. (S)</li> <li>✓ I can decode two syllable words by breaking them into vowel sound segments. (S)</li> <li>✓ I can identify words with common inflectional endings (e.g., -s, -ed, -ing) and read them correctly. (S)</li> <li>✓ I can recognize and read irregularly spelled words. (S)</li> </ul>		
<b>Questions Stems:</b>		<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>When I point to a letter tell me if it is a vowel or consonant.</li> <li>What can you do when you get to a word you don't know?</li> <li>What do you hear at the beginning, middle, and end of this word?</li> </ul>		<ul style="list-style-type: none"> <li>Stretch the sounds...., now put them together quickly.</li> <li>Can you hear the differences between long and short vowel sounds?</li> <li>Did you see any silent letters</li> <li>How many syllables does this word have?</li> <li>Tap out the syllables in the word.</li> <li>Are there any chunks you know?</li> </ul>
<b>Before and After:</b>		
<b>RF K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<b>RF 2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words a. Distinguish long and short vowels when reading regularly spelled one-syllable words both in isolation and in text. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	



# COMMON CORE ELA STANDARDS - GRADE 1

FLUENCY		
<b>RF 1.4</b>	<b>Standard:</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.	<b>Anchor:</b> Anchor standards do not exist for RF standards
<b>Essential Skills/Concept:</b> <ul style="list-style-type: none"> <li>Bank of known sight words.</li> <li>Understand meaning is contained in text</li> <li>Early self-monitoring/correcting behaviors</li> <li>Use re-reading as a strategy to help understand text</li> </ul>		<b>Academic Vocabulary/Cognates:</b> <ul style="list-style-type: none"> <li>fluency</li> <li>accuracy</li> <li>expression</li> <li>recognition</li> <li>comprehension</li> <li>reread</li> <li>punctuation</li> <li>period</li> <li>comma</li> <li>fluidez</li> <li>expresión</li> <li>comprensión</li> <li>puntuación</li> <li>coma</li> </ul>
<b>Enduring Understanding:</b>		<b>Essential Question:</b>
Fluent readers accurately process print with expression at an appropriate rate..		What do good readers do? Why does fluency matter?
<b>Suggested Learning Targets:</b>		
<ul style="list-style-type: none"> <li>✓ I can explain that reading fluently means my reading is easy, smooth, and automatic. (K)</li> <li>✓ I can read grad-level text fluently and demonstrate my comprehension with meaningful voice. Timing, and expression. (S)</li> <li>✓ I can recognize when a word I have read does not make sense. (S)</li> <li>✓ I can reread with corrections when necessary. (S)</li> <li>✓ I can read fluently. (S)</li> </ul>		
<b>Questions Stems:</b> <ul style="list-style-type: none"> <li>What can you do when you get to a word or part you don't know?</li> <li>How can you help yourself?</li> <li>Can you get your mouth ready for the first sound....., stretch the sounds.</li> <li>Reread the sentence again, make it sound like talking.</li> <li>Reread the story from the beginning.</li> <li>What is this book about?</li> <li>What helps you know what it is about?</li> <li>What do we do with our voice when we reach a period, comma?</li> </ul>		<b>Teaching Notes and Strategies:</b>
<b>Before and After:</b>		
<b>RF K.4</b> Read emergent-reader texts with purpose and understanding.	<b>RF 2.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.	

TEXT TYPES AND PURPOSES	
<b>W 1.1</b>	<p><b>Standard:</b> 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> <p><b>Anchor:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of having an opinion</li> <li>• Identify a favorite book or story</li> <li>• Express orally an opinion such as like or dislike of a chosen book or story, support that opinion with a reason</li> <li>• Write a brief opinion piece about a book or story Provide a reason for that opinion</li> <li>• Provide enough detail to bring the written piece to a reasonable closure</li> <li>• Identify a topic for their writing</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• opinion</li> <li>• reasons</li> <li>• topic</li> <li>• details</li> <li>• title</li> <li>• ask and answer</li> <li>• opinión</li> <li>• razón</li> <li>• detalles</li> <li>• título</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	What do good writers do? What's my purpose and how do I develop it?
<b>Suggested Learning Targets:</b>	
✓ I can identify my opinion on a topic or book. (S) ✓ I can support my opinion with a reason. (S) ✓ I can write an opinion piece with an introduction, opinion, supporting reason, and conclusion. (P)	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What did you like best?</li> <li>• Name your favorite book or story</li> <li>• Why did you choose this book or story?</li> <li>• What did you like best?</li> <li>• What are you going to write about? Why?</li> <li>• Tell me two things you like about _____.</li> <li>• Write about _____ include the reasons you chose this topic.</li> <li>• How will you end your writing?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 2:</b> Write Effectively</p>
<b>Before and After:</b>	
<p><b>W K.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>	<p><b>W 2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>), to connect opinion and reasons, and provide a concluding statement or section.</p>

TEXT TYPES AND PURPOSES	
<b>W 1.2</b>	<p><b>Standard:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>Anchor:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Ability to write complete sentences</li> <li>• Ability to retell orally a familiar event or experience noting details</li> <li>• Ability to identify facts within a text</li> <li>• Ability to select a topic of interest to write about</li> <li>• Ability to tell what they are writing about</li> <li>• Ability to organize their ideas so they can be written logically</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• information                      • información</li> <li>• facts</li> <li>• explanation                      • explicación</li> <li>• write</li> <li>• details                              • detalles</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	<p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p>
<b>Suggested Learning Targets:</b>	
<p>✓ I can select a topic and identify facts to share. (S)</p> <p>✓ I can write an informative paper with a topic, facts, and an ending sentence. (P)</p>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Chose a topic to write about.</li> <li>• Decide what information you will write about.</li> <li>• How will you organize your ideas?</li> <li>• What is your topic sentence?</li> <li>• What details do you have to support your topic?</li> <li>• Where will you get your information?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>See Appendix C:</b> Big Book about Spain (1st) pages 11-12</p> <p><b>SBAC Claim # 2:</b> Write Effectively</p>
<b>Before and After:</b>	
<b>W K.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>W 2.2</b> Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

TEXT TYPES AND PURPOSES		
<b>W 1.3</b>	<b>Standard:</b> 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.	<b>Anchor:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
<b>Essential Skills/Concept:</b>		<b>Academic Vocabulary/Cognates:</b>
<ul style="list-style-type: none"> <li>• Ability to retell familiar events in sequence order</li> <li>• Identify major events</li> <li>• Write a brief narrative around a center focus</li> <li>• Bring the writing to an end</li> </ul>		<ul style="list-style-type: none"> <li>• sequence</li> <li>• event</li> <li>• time</li> <li>• order</li> <li>• secuencia</li> <li>• orden</li> </ul>
<b>Enduring Understanding:</b>		<b>Essential Question:</b>
Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.		What do good writers do? What’s my purpose and how do I develop it?
<b>Suggested Learning Targets:</b>		
<ul style="list-style-type: none"> <li>✓ I can place story events in the correct order. (R)</li> <li>✓ I can write a story with events placed in the correct order. (P)</li> <li>✓ I can use details to describe what happened in my story. (S)</li> <li>✓ I can use words (e.g., before, during, after) to show event order in my story. (S)</li> <li>✓ I can write an ending for my story that provides a sense of closure (ties up all loose ends and leaves the reader satisfied). (P)</li> </ul>		
<b>Questions Stems:</b>		<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>• Tell me about _____.</li> <li>• What event happened first, next, etc?</li> <li>• When did you do this?</li> <li>• What was your main event?</li> <li>• Can you organize your thoughts using sequencing?</li> <li>• What words will you use to signal another event?</li> <li>• When did the events happen?</li> </ul>		<b>See Appendix C: Hamster*</b> - pages 13-14  <b>SBAC Claim # 2:</b> Write Effectively
<b>Before and After:</b>		
<b>W K.3</b>	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>W 2.2</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

<b>W 1.4</b>	<b>Standard:</b> Begins in grade 3	<b>Anchor:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**COMMON CORE ELA STANDARDS - GRADE 1**

<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>W 1.5</b>	<p><b>Standard:</b> 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.</p> <p><b>Anchor:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Generate a topic to write about</li> <li>• Know how to take ideas from a graphic organizer or chart to write about</li> <li>• Organize the writing so that it moves logically</li> <li>• Write sentences with details</li> <li>• Know that you can add sizes, colors, and other adjectives to writing to strengthen it</li> <li>• When reading with an adult, be able to recognize unrelated ideas</li> <li>• Work with peers</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• focus</li> <li>• details</li> <li>• revise</li> <li>• edit</li> <li>• improve</li> <li>• sequence</li> <li>• detalles</li> <li>• revisar</li> <li>• secuencia</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	<p>Writing clearly: What make a difference?</p> <p>Final product: What does it take?</p>
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can write about a topic, (P)</li> <li>✓ I can answer questions about my writing. (R)</li> <li>✓ I can listen to ideas my teacher and peers have about my writing. (S)</li> <li>✓ I can add details that will help the reader understand my topic. (S)</li> </ul>	
<b>Questions Stems:</b>	<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>• What is your topic?</li> <li>• What details will you add to support the topic</li> <li>• What happened first? Second? Last?</li> <li>• Can you tell a friend what you will be writing in the correct sequence?</li> <li>• How will you revise your writing?</li> <li>• What details are the most important to include in your writing?</li> <li>• Swap papers with a partner, focus on editing and revising each other’s papers.</li> </ul>	
<b>Before and After:</b>	
<b>W K.5</b> 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.	<b>W 2.5</b> With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.

**COMMON CORE ELA STANDARDS - GRADE 1**

<b>PRODUCTION AND DISTRIBUTION OF WRITING</b>	
<b>W 1.6</b>	<p><b>Standard:</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Anchor:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand how to use a computer</li> <li>• With guidance, know how to use PowerPoint</li> <li>• Understand how to print</li> <li>• Know how to use the computer toolbar</li> <li>• Know how to use a mouse</li> <li>• Understand how to save materials</li> <li>• Work collaboratively with a partner</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• cooperate</li> <li>• computer</li> <li>• keyboard</li> <li>• monitor/screen</li> <li>• information</li> <li>• cooperar</li> <li>• computadora</li> <li>• información</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Writing clearly: What makes a difference? Final product: What does it take?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify digital tools (e.g., Word, Publisher, Power Point) that will help me produce and publish my writing. (K)</li> <li>✓ I can use digital tools to produce and publish my writing. (S)</li> <li>✓ I can use digital tools to work with others. (S)</li> </ul>	
<b>Questions Stems:</b>	<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>• Can you turn on your computer?</li> <li>• Do you know how to save information?</li> <li>• Would you rather present your information using PowerPoint?</li> <li>• Where will you look for information?</li> <li>• Did you find a site that was most helpful?</li> <li>• What information are you looking for?</li> </ul>	
<b>Before and After:</b>	
<b>W K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W 2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<b>W 1.7</b>	<p><b>Standard:</b> Participate in shared research and writing projects (e.g., <i>explore a number of “how-to” books on a given topic and use them to write a sequence of instructions</i>).</p> <p><b>Anchor:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences</li> <li>• Understanding of informational texts structure</li> <li>• Locate information within text</li> <li>• Identify sequence in how to guide</li> <li>• Information</li> <li>• Facts</li> <li>• Explanation</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• research</li> <li>• directions</li> <li>• sequence</li> <li>• instruction</li> <li>• fact</li> <li>• fiction</li> <li>• direcciones</li> <li>• secuencia</li> <li>• instrucción</li> <li>• ficción</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	What do good researchers do? “Cut and Paste:” What’s the problem?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can define research and explain how research is different from other types of writing. (R)</li> <li>✓ I can research a topic with others. (S)</li> <li>✓ I can work with others to write about a research topic. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• Who is the author of the book you read?</li> <li>• Was this book fact or fiction?</li> <li>• How do you know if it is fact or fiction?</li> <li>• What do you do first, second, third, etc?</li> <li>• Locate _____ in the text.</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 4:</b> Conduct Research</p>
<b>Before and After:</b>	
<p><b>W K.7</b> Participate in shared research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>).</p>	<p><b>W 2.7</b> Participate in shared research and writing projects (e.g., <i>read a number of books on a single topic to produce a report; record science observations</i>).</p>

**COMMON CORE ELA STANDARDS - GRADE 1**

RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
<b>W 1.8</b>	<b>Standard:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>Anchor:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
<b>Essential Skills/Concept:</b>		<b>Academic Vocabulary/Cognates:</b>
<ul style="list-style-type: none"> <li>• Retell / recall key details</li> <li>• Describe personal experiences</li> <li>• Locate information within text</li> <li>• Know that information can come from different sources, (e.g., books, digital, print)</li> </ul>		<ul style="list-style-type: none"> <li>• collect</li> <li>• gather</li> <li>• select</li> <li>• recall</li> <li>• information</li> <li>• retell</li> <li>• describe</li> <li>• sources</li> <li>• encyclopedia</li> <li>• non-fiction</li> <li>• expository</li> <li>• magazine</li> <li>• article</li> <li>• información</li> <li>• describir</li> <li>• enciclopedia</li> <li>• articulo</li> </ul>
<b>Enduring Understanding:</b>		<b>Essential Question:</b>
Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.		What do good researchers do? “Cut and Paste:” What’s the problem?
<b>Suggested Learning Targets:</b>		
✓ I can answer questions using information recalled or gathered. (S)		
<b>Questions Stems:</b>		<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>• Can you tell me what happened?</li> <li>• Can you give me information using who, what, when, why, and where</li> <li>• What sources did you use to find information?</li> <li>• Can you recall the main event idea?</li> <li>• Can you retell the main event idea?</li> <li>• Describe why this event or person is important?</li> <li>• How will you rewrite this information in your own words?</li> </ul>		<p><b>SBAC Claim # 2:</b> Write Effectively</p> <p><b>SBAC Claim # 4:</b> Conduct Research</p>
<b>Before and After:</b>		
<b>W K.8</b>	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>W 2.8</b> Recall information from experiences or gather information from provided sources to answer a question.

<b>W 1.9</b>	<b>Standard:</b> Begins in grade 4	<b>Anchor:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research
<b>W 1.10</b>	<b>Standard:</b> Begins in grade 4	<b>Anchor:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



COMPREHENSION AND COLLABORATION	
<p><b>SL 1.1</b></p> <p><b>Standard:</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).</li> <li>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>Ask questions to clear up confusion about the topics and texts under discussion.</li> </ol>	<p><b>Anchor:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Know that when talking there are rules that we follow such as, not interrupting when another person is speaking.</li> <li>Know that when listening to someone, we need to look at them.</li> <li>Know that when we are listening to someone, we need to respond about the same thing.</li> <li>Realize when we have become confused</li> <li>Ask questions for clarity</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>conversation</li> <li>partner</li> <li>take turns</li> <li>listen carefully</li> <li>interrupting</li> <li>inside voices</li> <li>conversación</li> <li>interrumpir</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p><b>Essential Question:</b></p> <p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p>
<p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can identify and follow the agreed upon rules for discussion. (P)</li> <li>✓ I can listen to the comments of others and share my own ideas. (S)</li> <li>✓ I can ask questions when I do not understand. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Talk to your partner about...</li> <li>Talk to your group about...</li> <li>Ask your partner _____</li> <li>Tell your partner what you think about _____</li> <li>Tell your partner what you have liked so far.</li> <li>Tell your group what you have learned about...</li> <li>Can you say that again?</li> <li>I didn't understand?</li> <li>Can you say it again?</li> <li>Excuse me, can I say something?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 3:</b> Employ effective speaking and listening skills.</p> <p><b>SBAC Claim # 5:</b> Use oral and written language skillfully</p>
<p><b>Before and After:</b></p>	
<p><b>SL K.1</b> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges.</li> </ol>	<p><b>SL 2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and text with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>

COMPREHENSION AND COLLABORATION	
<b>SL 1.2</b>	<p><b>Standard:</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>a. Give, restate, and follow simple two-step directions.</p>
<p><b>Anchor:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Understand that illustrations and words convey messages</li> <li>Listen with the intent to remember what is being read</li> <li>Recognize important details</li> <li>Understand the importance of the title and how it relates to the text</li> <li>Understand that there are messages in videos, television programs, and pictures as well as text</li> <li>Know how to ask appropriate questions</li> <li>Answer questions to show that you understand</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>title • titulo</li> <li>story</li> <li>ask</li> <li>author • autor</li> <li>retell</li> <li>partner</li> <li>video • video</li> <li>text • texto</li> <li>details • detalles</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify information from a text being read aloud. (K)</li> <li>✓ I can identify information that is presented in different formats (e.g., media, charts, graphs, websites, speeches). (L)</li> <li>✓ I can ask and answer questions about key details in a text of presentation. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Look at the title, what do you think this text is about?</li> <li>What happened in the story?</li> <li>If you had to ask one question about the story what would it be?</li> <li>What did you learn when you read this book?</li> <li>What is the author trying to tell you?</li> <li>Retell the story to your partner</li> <li>What do you think the video is telling us?</li> <li>What is the one thing you learned from looking at the text, picture, video?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 3:</b> Employ effective speaking and listening skills</p> <p><b>SBAC Claim # 5:</b> Use oral and written language skillfully</p>
<b>Before and After:</b>	
<p><b>SL K.2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>a. <u><b>Understand and follow one and two step oral directions.</b></u></p>	<p><b>SL 2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>a. <u><b>Give and follow three- and four-step oral directions.</b></u></p>

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<b>COMPREHENSION AND COLLABORATION</b>	
<b>SL 1.3</b>	<p><b>Standard:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>Anchor:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Understand what is being said</li> <li>• Ask important questions</li> <li>• Answer important questions</li> <li>• Ask for more information</li> <li>• Know how to organize information</li> <li>• Know how to ask questions when meaning is lost</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• speaker</li> <li>• important</li> <li>• understand</li> <li>• information</li> <li>• detail</li> <li>• describe</li> <li>• importante</li> <li>• información</li> <li>• detalles</li> <li>• describir</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	What makes collaboration meaningful? Making meaning from a variety of sources: What will help?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can ask questions about a presentation when I do not understand or need more information. (S)</li> <li>✓ I can answer questions about a speaker’s presentation. (K)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>• What did the speaker say?</li> <li>• What was the most important part that you heard?</li> <li>• What would you say if you didn’t understand the speaker?</li> <li>• What would be one question that you could ask so you could find out more information?</li> <li>• What was the most important detail?</li> <li>• I didn’t understand, can you say it again?</li> <li>• Can you tell me more about it so I can understand better?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 3:</b> Employ effective speaking and listening skills.</p> <p><b>SBAC Claim # 5:</b> Use oral and written language skillfully</p>
<b>Before and After:</b>	
<p><b>SL K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>SL 2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

PRESENTATION OF KNOWLEDGE AND IDEAS	
<b>SL 1.4</b>	<p><b>Standard:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p>
<p><b>Anchor:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Understand the event</li> <li>Understand that a place can be a building, city, space, or location</li> <li>Know and use sensory words</li> <li>Know and use positional words</li> <li>Know and use multiple descriptive words</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>details</li> <li>character</li> <li>person</li> <li>people</li> <li>things</li> <li>place</li> <li>happen</li> <li>describe</li> <li>detalles</li> <li>personaje</li> <li>persona</li> <li>describir</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>What makes a presentation “great”?                      “What I say” versus “how I say it”, does it really matter?</p>
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can use details to describe people, places, things, and events. (S)</li> <li>✓ I can express ideas and feelings clearly. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Where did the event take place?</li> <li>Why was this location important to the story?</li> <li>Describe the location to your partner</li> <li>Describe the characters to your partner</li> <li>Can you tell why you liked the story?</li> <li>Give details to support your answer.</li> <li>What did the person/place look like?</li> <li>Where and when did the event happen?</li> <li>Did you tell how you felt when you saw...</li> <li>Which poem will you and/or your group be working on to learn?</li> <li>Today we are going to learn a new (song, poem, rhyme).</li> <li>Can you say more about your idea/feelings?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 3:</b> Employ effective speaking and listening skills.</p>
<b>Before and After:</b>	
<p><b>SL K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>SL 2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</p>

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<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>	
<b>SL 1.5</b>	<p><b>Standard:</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Anchor:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>• Choose a topic to speak about</li> <li>• Be able to describe and use adjectives</li> <li>• Use a picture or a media presentation</li> <li>• Use magazine pictures or clip art to mark posters to support what they are saying</li> <li>• Understand that charts, graph or illustrations help increase understanding</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>• voice</li> <li>• topic</li> <li>• speaking</li> <li>• illustration</li> <li>• clarify</li> <li>• express</li> <li>• ideas</li> <li>• feelings</li> <li>• description</li> <li>• clarify</li> <li>• thoughts</li> <li>• voz</li> <li>• ilustración</li> <li>• clarificar</li> <li>• expresar</li> <li>• ideas</li> <li>• descripción</li> <li>• clarificar</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can identify places in my work where ideas, thoughts, or feelings are not clear. (S)</li> <li>✓ I can add drawings or visual displays (e.g., illustrations, graphs, photos) to clarify my ideas, thoughts, or feelings. (P)</li> </ul>	
<b>Questions Stems:</b>	<b>Teaching Notes and Strategies:</b>
<ul style="list-style-type: none"> <li>• What topic will you be speaking about today?</li> <li>• Can you find or make an illustration that will help clarify your topic?</li> <li>• What will you use to help your presentation?</li> <li>• Can you add more information that will help clarify your ideas?</li> <li>• How will you organize your speech?</li> <li>• What descriptive words can you use to help your presentation be more informative and interesting?</li> </ul>	<p><b>SBAC Claim # 3:</b> Employ effective speaking and listening skills.</p>
<b>Before and After:</b>	
<b>SL K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>SL 2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings..

PRESENTATION OF KNOWLEDGE AND IDEAS	
<b>SL 1.6</b>	<p><b>Standard:</b> Produce complete sentences when appropriate to task and situation. <u>(See grade 1 Language standards 1 and 3 for specific expectations).</u></p> <p><b>Anchor:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Under that there are times when using complete sentences is required</li> <li>Know that complete sentences express a thought</li> <li>Know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>share</li> <li>topic</li> <li>event</li> <li>important</li> <li>voice</li> <li>importante</li> <li>voz</li> </ul>
<b>Enduring Understanding:</b>	<b>Essential Question:</b>
Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?
<b>Suggested Learning Targets:</b>	
<ul style="list-style-type: none"> <li>✓ I can recognize a complete sentence (a group of words that expresses a complete thought). (K)</li> <li>✓ I can use complete sentences when needed. (S)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>What would you like to share today?</li> <li>What is your topic?</li> <li>Can you say that in a complete sentence?</li> <li>You told who, but can you tell us what they were doing</li> <li>Did you remember to talk about the who and the what?</li> <li>Can you tell more about where, who?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 3:</b> Employ effective speaking and listening skills.</p>
<b>Before and After:</b>	
<p><b>SL K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>SL 2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <u>(See grade 2 Language standards 1 and 3 for specific expectations.)</u></p>

CONVENTIONS OF STANDARD ENGLISH		
<b>L 1.1</b>	<p><b>Standard:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print all upper- and lowercase letters.</li> <li>Use common, proper, and possessive nouns.</li> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, they, them, their; anyone, everything</i>).</li> <li>Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home.</i>)</li> <li>Use frequently occurring adjectives.</li> <li>Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>Use determiners (e.g., articles, demonstratives).</li> <li>Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ol>	<b>Anchor:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Write a complete sentence</li> <li>Understand that a complete sentence has a subject and predicate</li> <li>Understand the use of adjectives</li> <li>Understand the difference between uppercase and lowercase letters</li> <li>Understand different types of sentences</li> </ul>		<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>sentence</li> <li>uppercase/lowercase</li> <li>adjective</li> <li>subject/predicate</li> <li>question</li> <li>exclamatory</li> <li>adjetivo</li> <li>sujeto/predicado</li> </ul>
<b>Enduring Understanding:</b>		<b>Essential Question:</b>
Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.		Why do the rules of language matter? Communicating clearly: What does it take?
<b>Suggested Learning Targets:</b>		
<ul style="list-style-type: none"> <li>✓ I can print all upper- and lowercase letters correctly.</li> <li>✓ I can explain the difference between common nouns (a general person, place, or thing), proper nouns (a specific person, place, or thing), and possessive nouns (a noun that shows ownership). (R)</li> <li>✓ I can identify and write common nouns correctly by beginning them with capital letters. (S)</li> <li>✓ I can identify and write possessive nouns correctly by adding an apostrophe. (S)</li> <li>✓ I can write basic sentences that use singular nouns with singular verbs and plural nouns with plural verbs. (S)</li> <li>✓ I can define pronoun (a word that takes the place of a noun or noun phrase). (K)</li> <li>✓ I can identify and use personal, possessive and indefinite pronouns correctly. (S)</li> <li>✓ I can identify that verbs change when showing actions that happened in the past, present, or future and use verbs correctly. (S)</li> <li>✓ I can identify common conjunctions and use them correctly to combine words and phrases. (S)</li> <li>✓ I can explain that determiners are words that introduce nouns and use common determiners (e.g., a, an, the, this, that, these) and use them in my writing. (S)</li> <li>✓ I can identify common prepositions and use them correctly. (S)</li> <li>✓ I can respond to questions by writing simple and compound sentences. (S)</li> <li>✓ I can write simple and compound sentences that make a statement, ask a question, make a command/request, or make an exclamation. (S)</li> </ul>		
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Can you write a sentence using an uppercase letter?</li> <li>Write a sentence using adjectives.</li> <li>Write a question sentence.</li> <li>Underline the subject and predicate of the sentence.</li> <li>What do you put at the end of a question sentence?</li> <li>What do you put at the end of an exclamatory sentence?</li> </ul>		<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 2:</b> Write effectively.</p>
<b>Before and After:</b>		
<p><b>L K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities..</li> </ol>		<p><b>L 2.1</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li><b>Create readable documents with legible print.</b></li> <li>Use collective nouns (e.g., <i>group</i>).</li> <li>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ol>

CONVENTIONS OF STANDARD ENGLISH		
<b>L 1.2</b>	<p><b>Standard:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol>	<p><b>Anchor:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Identify period, question mark, and exclamation mark</li> <li>Know when to use a period, question mark, and exclamation mark</li> <li>Know that the first word in sentences, proper names, days of the week and months are capitalized</li> <li>Know that a comma separates the date from the year</li> <li>Understand letter patterns and their sounds</li> </ul>		<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>sentence</li> <li>period</li> <li>question mark</li> <li>exclamation mark</li> <li>date</li> <li>correctly</li> <li>capitalize</li> <li>punctuate</li> <li>correctamente</li> <li>puntuar</li> </ul>
<b>Enduring Understanding:</b>		<b>Essential Question:</b>
Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.		Why do the rules of language matter? Communicating clearly: What does it take?
<b>Suggested Learning Targets:</b>		
<ul style="list-style-type: none"> <li>✓ I can capitalize days of the week, months, and names of people when writing. (S)</li> <li>✓ I can identify end punctuation marks such as a period, exclamation point, and question mark. (K)</li> <li>✓ I can use the correct end punctuation in my writing. (S)</li> <li>✓ I can place a comma between the day and the year of a date. (S)</li> <li>✓ I can use a comma to separate three or more words in a series (e.g., I went to the store to buy eggs, milk, and cheese.). (S)</li> <li>✓ I can use common spelling patterns when writing words. (S)</li> <li>✓ I can spell new words by sounding out letters and using known spelling rules. (S)</li> </ul>		
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Can you write a sentence using a period? A question mark? An exclamation mark?</li> <li>Write today’s date correctly</li> <li>Did you remember to capitalize and punctuate your sentence?</li> <li>Go through and check your work for spelling. Can you sound out words that are difficult and correct them?</li> </ul>		<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 2:</b> Write effectively.</p>
<b>Before and After:</b>		
<p><b>L K.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound letter relationships.</li> </ol>		<p><b>L 2.2</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>



# COMMON CORE ELA STANDARDS - GRADE 1

<b>L 1.3</b>	<b>Standard:</b> Begins in Grade 2	<b>Anchor:</b> Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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VOCABULARY ACQUISITION AND USE	
<b>L 1.4</b>	<p><b>Standard:</b> 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.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ol>
<p><b>Anchor:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Understand and know many common words</li> <li>Understand that some words have other meanings</li> <li>Use context and /or pictures to help determine a new meaning for a known word</li> <li>Know affixes to understand</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <ul style="list-style-type: none"> <li>picture</li> <li>understand</li> <li>meaning</li> <li>prefix</li> <li>suffix</li> <li>prefijo</li> <li>sufijo</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p><b>Essential Question:</b></p> <p>When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?</p>
<p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can determine the meaning of unknown and multiple meaning words using context clues (e.g., definitions, examples, restatements) in a sentence. (R)</li> <li>✓ I can identify common affixes (e.g., pre-, un-, -less) of unknown words. (K)</li> <li>✓ I can use affixes to help me define new words. (S)</li> <li>✓ I can identify root words and understand that adding <i>-s</i>, <i>-ed</i>, and <i>-ing</i> changes the meaning of a root word. (K)</li> </ul>	
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Can you look at the picture, or the words around the word you don't know, to understand its meaning?</li> <li>Does this word have a prefix or suffix?</li> <li>How does the prefix or suffix change the meaning of the word?</li> <li>Can you use a word with a prefix or suffix in a sentence?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 5:</b> Use oral and written language skillfully.</p>
<p><b>Before and After:</b></p>	
<p><b>L K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> <li>Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</li> <li>Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un- pre-, -ful,-less</i>) as a clue to the meaning of an unknown word.</li> </ol>	<p><b>L 2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</li> </ol>

# COMMON CORE ELA STANDARDS - GRADE 1

VOCABULARY ACQUISITION AND USE													
<p><b>L 1.5</b></p> <p><b>Standard:</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>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).</li> <li>Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>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.</li> </ol>	<p><b>Anchor:</b></p> <p>Demonstrate understanding of, word relationships and nuances in word meanings.</p>												
<p><b>Essential Skills/Concept:</b></p> <ul style="list-style-type: none"> <li>Understand parts of speech</li> <li>Distinguish between nouns, verbs, adjectives</li> <li>Understand synonyms and antonyms</li> <li>Understand shades of meaning for appropriate usage</li> <li>Understand the relationship between groups of words</li> <li>Sort words into categories</li> </ul>	<p><b>Academic Vocabulary/Cognates:</b></p> <table border="0"> <tr> <td>• synonym</td> <td>• sinónimo</td> </tr> <tr> <td>• antonym</td> <td>• antónimo</td> </tr> <tr> <td>• powerful</td> <td>• grupo</td> </tr> <tr> <td>• partner</td> <td>• explicación</td> </tr> <tr> <td>• group</td> <td></td> </tr> <tr> <td>• explanation</td> <td></td> </tr> </table>	• synonym	• sinónimo	• antonym	• antónimo	• powerful	• grupo	• partner	• explicación	• group		• explanation	
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<p><b>Suggested Learning Targets:</b></p> <ul style="list-style-type: none"> <li>✓ I can sort words into categories. (S)</li> <li>✓ I can define words by categories using common traits. (S)</li> <li>✓ I can connect words I hear and read to the real world. (S)</li> <li>✓ I can tell the difference between similar verbs by defining, choosing, or acting out the meanings. (S)</li> <li>✓ I can tell the difference between similar adjectives by defining, choosing, or acting out the meanings. (S)</li> </ul>													
<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Can you write a synonym for _____?</li> <li>Can you write an antonym for _____?</li> <li>Looking at these five words synonyms, write them from the least powerful to the most powerful.</li> <li>Can you and your partner sort these words into groups?</li> <li>Can you give me an explanation of why you grouped your words in this way?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 5:</b> Use oral and written language skillfully.</p>												
<p><b>Before and After:</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <p><b>L K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ol> </td> <td style="vertical-align: top;"> <p><b>L 2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ol> </td> </tr> </table>		<p><b>L K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ol>	<p><b>L 2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ol>										
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**COMMON CORE ELA STANDARDS - GRADE 1**

<b>VOCABULARY ACQUISITION AND USE</b>																	
<b>L 1.6</b>	<p><b>Standard:</b> 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., <i>because</i>).</p> <p><b>Anchor:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>																
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<b>Suggested Learning Targets:</b>																	
<ul style="list-style-type: none"> <li>✓ I can discover new words and phrases through reading, listening, and conversation. (S)</li> <li>✓ I can use my new words and phrases when speaking and writing. (S)</li> <li>✓ I can use conjunctions when speaking and writing. (S)</li> </ul>																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; vertical-align: top;"> <p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Can you retell the story in your own words and add details?</li> <li>What was the most important event in the story? Why?</li> <li>Was there a problem? If so, how was this problem solved.</li> <li>What caused the problem?</li> <li>What was the solution?</li> <li>Would you have solved the problem differently?</li> </ul> </td> <td style="width: 30%; vertical-align: top;"> <p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 5:</b> Use oral and written language skillfully.</p> </td> </tr> </table>		<p><b>Questions Stems:</b></p> <ul style="list-style-type: none"> <li>Can you retell the story in your own words and add details?</li> <li>What was the most important event in the story? Why?</li> <li>Was there a problem? If so, how was this problem solved.</li> <li>What caused the problem?</li> <li>What was the solution?</li> <li>Would you have solved the problem differently?</li> </ul>	<p><b>Teaching Notes and Strategies:</b></p> <p><b>SBAC Claim # 5:</b> Use oral and written language skillfully.</p>														
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<p><b>L K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>L 2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>																