

Unpacked Content with OCS Priority Standards Identified 2.0

First Grade English Language Arts

CKLA Alignment July 2021

FIRST GRADE PRIORITY STANDARDS

Priority standards are a “carefully selected subset of the total list of grade-specific and course specific standards within each content area that students must know and be able to do by the end of the school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course.” (Ainsworth, 2013, p. xv).

The design layout of the ELA Priority Standards has been crafted to ensure a balanced approach to teaching the North Carolina Standard Course of Study. Core instruction will be the driving force for developing comprehensive integrated learning experiences that focus on the **priority** and supporting standards. During each nine-week period, lessons are to reflect a combination of ELA Strands to foster a holistic learning experience. Included in this document: **Cross Curricular Standards, Priority Standards, Supporting Standards, Unpacked Content, Pacing, and Appendix.**

- **Cross Curricular Standards** are a list of standards teachers integrate across all content throughout the whole year.
- **Priority Standards** have been chosen at each grade level that indicate what students need to know and be able to do by the end of the year.
- **Supporting Standards** are complimentary to the priority standards. These offer a balanced approach to teaching in the context of all ELA strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Speaking and Listening, Writing and Language.
- **Unpacked Content** provides clarification of the standards; what students are expected to know and be able to do. In addition, it gives examples of instructional processes to replicate cognitive rigor on academic tasks and assessments.
- **Pacing** of standards provides teachers adequate time to implement teaching and learning supports for students that encompasses core instruction, differentiation, intervention and assessment.
- **Appendix** is comprised of a comprehensive list of grade level standards that provide descriptors of each standard with clarification and examples of teaching and learning processes.

CCR Anchor Standards for Reading Key Ideas and Evidence

1. 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.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. 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.

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6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text."

CCCR Anchor Standards for Writing Standards Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCCR Anchor Standards for Speaking and Listening Collaboration and Communication

1. 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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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Presentation of Knowledge and Ideas

4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Cross Curricular Standards

Year Long Instructional Focus

<p>RL.1.10</p> <p>With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.</p>	<p>RI.1.10</p> <p>With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.</p>
<p>RF.1.2</p> <p>Print all upper- and lowercase letters legibly.</p>	<p>RF.1.3</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">a. Distinguish long from short vowel sounds in spoken single-syllable words.b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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<p style="text-align: center;">RF.1.4</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p>	<p style="text-align: center;">RF.1.5</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p style="text-align: center;">SL.1.1</p> <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p style="text-align: center;">SL.1.5</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p style="text-align: center;">L.1.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K1 grammar continuum.</p>	<p style="text-align: center;">L.1.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum</p>
<p style="text-align: center;">L.1.6</p> <p>Use words and phrases learned through conversations, reading, and being read to, including common conjunctions</p>	

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**First Grade Instructional Blueprint
Knowledge Domains**

Domains	Concept(s)	Duration	OCS Priority Standards	Supporting Standards	CKLA Student Support Resources	CKLA Trade Books & Teacher Resources
Domain 1	<p>Fables and Stories</p> <p><i>This domain will introduce students to fables and stories that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy.</i></p>	<p>16 Days</p> <p><i>(10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RL.1.2, RL.1.9</p> <p>W.1.3</p>	<p>RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10</p> <p>W.1.7, W.1.8</p> <p>SL.1.1, SL.1.2</p> <p>L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p>Tunjur! Tunjur! Tunjur! A Palestinian Tale by Margaret Read MacDonald</p> <p>Fables and Stories by Matthew Davis and Beatrix Potter</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>
<p>Additional Trade Book Suggestions: Amplify's 1st Grade Trade Book List</p>						
Domain 2	<p>The Human Body</p> <p><i>This domain provides students with a basic introduction to the human body. They will explore and make discoveries about their own bodies. Students will be introduced to a network of body systems, comprised of organs that, together, perform vital jobs. Students will learn about the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. This domain also focuses on care and maintenance of the human body. Students will learn how germs can cause disease, and how to help stop the spread of germs.</i></p>	<p>16 Days</p> <p><i>10 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RI.1.2</p> <p>W.1.2</p>	<p>RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.9, RI.1.10</p> <p>W.1.7</p> <p>SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6</p> <p>L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p>The Busy Body Book: A Kid's Guide to Fitness by Lizzy Rockwell</p> <p>The Human Body by Beth Engel</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>

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<p>Domain 3</p>	<p>Different Lands, Similar Stories</p> <p><i>This domain will introduce students to themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world and learn valuable universal lessons.</i></p>	<p>15 Days</p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RL.1.2, RL.1.9</p>	<p>RL.1.1, RL.1.3, RL.1.7, RL.1.10 W.1.7, W.1.8 SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p>Lon Po Po: A Red-Riding Story from China by Ed Young</p> <p>Different Lands, Similar Stories by Matt Davis and Rosie McCormick</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>
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<p>Domain 4</p>	<p>Early World Civilizations</p> <p><i>This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. It should be noted that the word civilization, as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively established and shared these practices. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates Rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the “cradle of civilization.” Students will then explore ancient Egypt and be able to compare and contrast Mesopotamia and Egypt. They will learn about the importance of the Nile River; the use of hieroglyphs; the rise of pharaohs, including Tutankhamun and Hatshepsut; the building of the Sphinx and pyramids; and the significance of mummification and the afterlife for ancient Egyptians. Students will also be introduced to three world religions, Judaism, Christianity, and Islam.</i></p>	<p>23 Days</p> <p><i>(16 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RL.1.2</p> <p>RI.1.1, RI.1.5</p> <p>W.1.3</p>	<p>RL.1.1, RL.1.3, RL.1.6, RL.1.7, RL.1.10 RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.9, RI.1.10 W.1.7, W.1.8 SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p>Gilgamesh the King by Ludmila Zeman</p> <p>Early World Civilizations By James Weiss and Catherine Whittington</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>
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<p>Domain 5</p>	<p style="text-align: center;">Early American Civilizations</p> <p><i>The domain includes a study of the fundamental features of the Maya, Aztec, and Inca civilizations, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements.</i></p>	<p style="text-align: center;">17 Days</p> <p><i>(11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RL.1.2</p> <p style="text-align: center;">RI.1.2</p> <p style="text-align: center;">W.1.2</p>	<p>RL.1.1, RL.1.3, RL.1.4, RL.1.7, RL.1.10 RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.9, RI.1.10 W.1.7, W.1.8 SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p style="text-align: center;">Rain Player by David Wisniewski</p> <p style="text-align: center;">Early American Civilizations By Rachel Shaw, James Weiss, Catherine Whittington</p> <p>Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p>
<p>Domain 6</p>	<p style="text-align: center;">Astronomy</p> <p><i>In this domain, students will be introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, the stars, the moon, and other planets relate to the earth (given its position in space). In the early read-alouds, students will learn that the sun is a star and a source of light, heat, and energy for the earth. They will also learn about the earth’s orbit around the sun, and how the earth’s own rotation on its axis leads to the phenomenon of day and night. The second half of this domain is focused on the history of space exploration and the missions to the moon. Students will learn about NASA, the Space Race, the Apollo missions, and what it takes to be an astronaut.</i></p>	<p style="text-align: center;">13 Days</p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RI.1.2</p> <p style="text-align: center;">W.1.1, W.1.2</p>	<p>RL.1.1, RL.1.4, RL.1.5, RL.1.10 RI.1.1, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10 W.1.7, W.1.8 SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p style="text-align: center;">Once Upon a Starry Night by Jacqueline Mitton</p> <p style="text-align: center;">Astronomy by Michael L. Ford</p> <p>Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p>

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<p>Domain 7</p>	<p style="text-align: center;">The History of Earth</p> <p><i>In this domain, students will learn about the geographical features of the earth’s surface. They will also learn about the inside of the earth and characteristics of its various layers. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth—the crust, the mantle, and the core—and characteristics of each layer. Students will learn how occurrences such as volcanoes and geysers give information about the layers of the earth. Students will also learn about minerals, types of rock that make up the earth, fossils and dinosaurs. Students will learn that all of these aspects of the earth help scientists understand the history of the earth.</i></p>	<p style="text-align: center;">14 Days</p> <p><i>(8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RI.1.2, RI.1.5</p> <p style="text-align: center;">W.1.2</p>	<p>RI.1.1, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.10 RF.1.1 W.1.6, W.1.7, W.1.8 SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p style="text-align: center;">A Rock is Lively by Dianna Hutts Aston</p> <p style="text-align: center;">The History of the Earth By Michael L. Ford</p> <p>Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p>
<p>Domain 8</p>	<p style="text-align: center;">Animals and Habitats</p> <p><i>This domain will introduce students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature. They will learn, for example, that animals and plants typically live in those habitats to which they are best suited, often developing unique characteristics or features that enable them to specifically adapt to the climate and conditions of a given environment. They will also be introduced to simple classifications of animals according to the types of food they eat and will begin to understand the notion of a food chain. Students will also learn about habitat destruction caused by nature and humans, as well as endangered and extinct species.</i></p>	<p style="text-align: center;">15 Days</p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RI.1.2</p> <p style="text-align: center;">W.1.2</p>	<p>RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.8, RI.1.9, RI.1.10 SL.1.1, SL.1.2, SL.1.4, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p style="text-align: center;">Wonderful Nature, Wonderful You by Karin Ireland</p> <p style="text-align: center;">Animals and Habitats By Ewa Beaujon</p> <p>Flip Book, Image Cards, Video/ Activity Guide, Teacher Guide</p>

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<p>Domain 9</p>	<p style="text-align: center;">Fairy Tales</p> <p><i>This domain will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them as a unique type of fiction that still has the elements of character, plot, and setting that are found in other types of fiction. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.</i></p>	<p style="text-align: center;">15 Days</p> <p><i>(9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RL.1.2, RL.1.9</p> <p>W.1.3</p>	<p>RL.1.1, RL.1.3, RL.1.4, RL.1.7, RL.1.10 W.1.15, W.1.6, W.1.7, W.1.8 SL.1.1, SL.1.2, SL.1.4, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p>The Great Fairy Tale Disaster by David Conway</p> <p>Fairy Tales by Michelle De Groot</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>
<p>Domain 10</p>	<p style="text-align: center;">A New Nation: American Independence</p> <p><i>In this domain, students will hear about when and how our country, the United States of America, started. They will be introduced to many historical figures and events as the story unfolds of how the thirteen colonies determined and gained their independence from Britain to become the United States of America.</i></p>	<p style="text-align: center;">16 Days</p> <p><i>(12 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RL.1.2</p> <p>RI.1.2</p> <p>W.1.2</p>	<p>RL.1.1, RL.1.4, RL.1.7, RL.1.10 RI.1.1, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RI.1.10 W.1.5, W.1.7, W.1.8 SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p>A More Perfect Union: The Story of Our Constitution by Betsy Maestro</p> <p>A New Nation: American Independence by Michael L. Ford</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>

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<p>Domain 11</p>	<p style="text-align: center;">Frontier Explorers</p> <p><i>In this domain, students will learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. Students will review the development of the thirteen colonies and the Revolutionary War. They will learn about the difficulty of crossing the Appalachian Mountains and will be introduced to Daniel Boone and the role he played in westward expansion. Students will also learn about the presidency of Thomas Jefferson and the explorers he sent out west to gather information to bring back east. Students will be introduced to key people and events that played a role in the early westward expansion of the United States.</i></p>	<p style="text-align: center;">17 Days</p> <p><i>(11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RI.1.2</p> <p style="text-align: center;">W.1.2</p>	<p style="text-align: center;">RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.10 W.1.6, W.1.7, W.1.8 SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Digital Components, End of Domain Assessment</p>	<p>Lewis and Clark: Explorers of the American West by Steven Kroll</p> <p>Frontier Explorers By Linda Bevilacqua, Anne Marie Pace, Catherine Whittington, James Weiss</p> <p>Flip Book, Image Cards, Video/Activity Guide, Teacher Guide</p>
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**First Grade Instructional Blueprint
Skills Units**

Units	Concept(s)	Duration	OCS Priority Standards	Supporting Standards	CKLA Student Support Resources	CKLA Trade Books & Teacher Resources
Skills 1	<p style="text-align: center;">TOPIC & THEME <i>A young girl chronicles her family's trip to the U.K. to visit a friend</i></p> <p style="text-align: center;">READING <i>Review letter names and sounds, Tricky Words, and reading skills taught in Kindergarten</i></p> <p style="text-align: center;">WRITING <i>Handwriting practice and responding to text in complete sentences</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS <i>Beginning-of-Year assessment; identifying nouns and one-syllable short vowel words</i></p> <p style="text-align: center;">Text Features <i>Chapter book in the form of a travel diary that combines photographs and stories from a family vacation</i></p>	<p style="text-align: center;">35 Days</p> <p style="text-align: center;"><i>(32 Lessons, Pausing Point, Unit Review & Assessments, and Culminating Activities)</i></p>	RL.1.2	<p>RL.1.1, RL.1.6, RL.1.7, RL.1.10 RF.1.1, RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.3, SL.1.6 L.1.1, L.1.2, L.1.4, L.1.5</p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment & Remediation Guide (online), Big Book, Unit Assessments</p>

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<p>Skills 2</p>	<p>TOPIC & THEME <i>Adventure-seeking Gran visits her grandchildren and describes some of her unique travels</i></p> <p>READING <i>Multiple-choice reading comprehension; long-vowel words and digraphs; nouns</i></p> <p>WRITING <i>Handwriting of one-syllable long vowel words; responding to text with sentences and images</i></p> <p>ACTIVITY HIGHLIGHTS <i>Whole- and small-group reading, spelling dictation, and identifying nouns</i></p> <p>TEXT FEATURES <i>Narrative text in the form of a chapter book with underlining, bolded text, and dialogue</i></p> <p>Students learn five new vowel sounds, words with separated digraphs, common and proper nouns, and new Tricky Words.</p>	<p>22 Days</p> <p><i>(19 Lessons, Pausing Point, Unit Review & Assessments, and Culminating Activities)</i></p>	<p>RL.1.2</p>	<p>RL.1.1, RL.1.3, RL.1.4, RL.1.7, RL.1.10 RF.1.1, RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.4, SL.1.6 L.1.1, L.1.2, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment & Remediation Guide (online), Tricky Word Cards, Support Activity Pages, Unit Assessments</p>
<p>Skills 3</p>	<p>TOPIC & THEME <i>Fables—complete with lessons—about people, animals, and the natural world</i></p> <p>READING <i>Multiple-choice reading comprehension questions with citation, identifying verbs and verb tense, and yes/no questions</i></p> <p>WRITING <i>Planning, drafting, editing, and publishing a fictional narrative and a book report</i></p> <p>ACTIVITY HIGHLIGHTS <i>Kinesthetic reading activities, identifying vowel spellings, and reading Tricky Words</i></p>	<p>22 Days</p> <p><i>(19 Lessons, Pausing Point, Unit Review & Assessments, and Culminating Activities)</i></p>	<p>RL.1.2</p> <p>W.1.1, W.1.2, W.1.3</p>	<p>RL.1.1, RL.1.3, RL.1.4, RL.1.7, RL.1.10 W.1.5 RF.1.1, RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.2, L.1.4</p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment & Remediation Guide (online), Big Book, Tricky Word Cards, Story Map, Editing Checklist, Support Activity Pages, Unit Assessments</p>

FIRST GRADE PRIORITY STANDARDS

	<p style="text-align: center;">TEXT FEATURES</p> <p><i>Classic fictional narratives that include personification, dialogue, and morals</i></p> <p>Students study verbs and verb tenses (present, past, and future), new vowel sounds, Tricky Spellings and Words, and the writing process.</p>					
Skills 4	<p style="text-align: center;">TOPIC & THEME</p> <p><i>A trip to the zoo to learn about animals on land, in the air, and in water</i></p> <p style="text-align: center;">READING</p> <p><i>Whole-group, small-group, and partner reading; medial sounds; r-controlled vowels; verbs; nouns; adjectives</i></p> <p style="text-align: center;">WRITING</p> <p><i>Handwriting, fill-in-the-blank responses to text, and planning, drafting, editing, and publishing descriptive and informational writing</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p><i>Kinesthetic reading and writing activities, descriptive and informational writing, and syllabification with clapping</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p><i>Informational text containing captioned photographs, headings, syllabification, and a glossary</i></p> <p>Students learn contractions, multisyllabic spelling words, and adjectives; they also practice descriptive writing and take a Middle-of-Year assessment that guides instruction.</p>	<p>31 Days</p> <p><i>(28 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RI.1.2, RI.1.5</p> <p>W.1.2</p>	<p>RL.1.5 RI.1.1, RI.1.3, RI.1.4, RI.1.7, RI.1.8, RI.1.9, RI.1.10 W.1.5, W.1.6, W.1.8 RF.1.1, RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.4, SL.1.6 L.1.1, L.1.2, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment & Remediation Guide (online), Tricky Word Cards, The Five Senses Chart, Planning Template, Support Activity Pages, Unit Assessments & Scoring Sheets</p>

FIRST GRADE PRIORITY STANDARDS

<p>Skills 5</p>	<p>TOPIC & THEME <i>Fictional narrative details a girl’s travels out west and her imaginative stories of hidden treasure, outlaws, and archaeological discoveries</i></p> <p>READING <i>Statements, questions, and exclamations; root words and plural nouns; adjectives; multiple-choice reading comprehension questions with citations</i></p> <p>WRITING <i>Sentences, friendly letters with citations, and writing and editing an opinion paragraph</i></p> <p>ACTIVITY HIGHLIGHTS <i>Sound dictations and riddles, using graphic organizers to identify different spellings for a sound, word sorts, and opinion writing</i></p> <p>TEXT FEATURES <i>Rich narrative text in increasing complexity, including chapters with multiple paragraphs, multisyllabic words, and dialogue</i></p> <p>Students begin learning the advanced phonemic code, identifying root words and sentence types, and practicing opinion writing.</p>	<p>25 Days <i>(22 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>RL.1.2 W.1.1, W.1.2, W.1.3</p>	<p>RL.1.1, RL.1.3, RL.1.4, RL.1.6, RL.1.7, RL.1.10 RI.1.4, RI.1.7, RI.1.8, RI.1.9, RI.1.10 W.1.6, W.1.7, W.1.8 RF.1.1, RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5, SL.1.6 L.1.1, L.1.2, L.1.4, L.1.5, L.1.6</p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment & Remediation Guide (online), Tricky Word Cards, Spelling Tree, The Writing Process, Support Activity Pages, Unit Assessments</p>
<p>Skills 6</p>	<p>TOPIC & THEME <i>One family’s life on a farm in a rural community</i></p> <p>READING <i>Adjectives, prepositions, nouns, and pronouns; reading root words and suffixes; and kinesthetic reading activities</i></p> <p>WRITING <i>Planning, writing, editing, and publishing a personal narrative; planning and drafting descriptions</i></p> <p>ACTIVITY HIGHLIGHTS <i>Building sentences and phrases with adjectives, prepositions, and pronouns; identifying vowel spellings on Individual Code Charts</i></p> <p>TEXT FEATURES</p>	<p>30 Days <i>(25 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p>W.1.1, W.1.3</p>	<p>RL.1.1, RL.1.3, RL.1.7, RL.1.10 W.1.5, W.1.6, RF.1.1, RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.4, SL.1.6 L.1.1, L.1.2, L.1.4, L.1.5</p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Teacher Guide, Assessment & Remediation Guide (online), Tricky Word Cards, Spelling Analysis Guide, The Writing Process, Editing Checklist, Word Recognition, Support Activity</p>

FIRST GRADE PRIORITY STANDARDS

	<p><i>Chapter book consisting of narratives with bolded text, dialogue, and underlining</i></p> <p>Students work with several spelling alternatives for consonant sounds, match pronouns to the nouns to which they refer, and write a personal narrative.</p>					Pages, Unit Assessments
Skills 7	<p style="text-align: center;">TOPIC & THEME</p> <p><i>Kay and her friend, Martez, who is Mexican-American, play, travel, and share their cultures</i></p> <p style="text-align: center;">READING</p> <p><i>Kinesthetic reading activities, word sorts, noun-verb agreement, and decoding a Tricky Word story</i></p> <p style="text-align: center;">WRITING</p> <p><i>Writing an opinion piece and planning, drafting, editing, and publishing instructional writing</i></p> <p style="text-align: center;">ACTIVITY HIGHLIGHTS</p> <p><i>Using commas in a series, editing text for punctuation, and giving good spoken instructions</i></p> <p style="text-align: center;">TEXT FEATURES</p> <p><i>Narrative chapter book contains dialogue, bolded text, italics, underlining, and Spanish-language words</i></p> <p>Students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences; they also practice the writing process through informative/explanatory text and take an End-of-Year assessment.</p>	<p style="text-align: center;">24 Days</p> <p><i>(21 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities)</i></p>	<p style="text-align: center;">RL.1.2, RL.1.9</p> <p style="text-align: center;">W.1.2</p>	<p style="text-align: center;">RL.1.1, RL.1.3 W.1.1, W.1.5, RF.1.2, RF.1.3, RF.1.4 SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6 L.1.1, L.1.2, L.1.4, L.1.6</p>	<p>Student Activity Books, Student Readers, Digital Components, E-book/Audiobook</p>	<p>Anecdotal Reading Record, Spelling Tree Templates, Observation Charts, Support Activity Pages, End-of-Year Assessments</p>

FIRST GRADE PRIORITY STANDARDS

Grade 1 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5										
Knowledge 1					PP					Knowledge 1					Knowledge 2					PP					Knowledge 2														
Skills 1																																							
Week 7					Week 8					Week 9					Week 10					Week 11					Week 12														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
K 2					Knowledge 3					PP					Knowledge 3					Knowledge 4					PP					Knowledge 4									
S 1					PP					Skills 2															PP					Skills 3									
Week 13					Week 14					Week 15					Week 16					Week 17					Week 18														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
PP					Knowledge 4					Knowledge 5					PP					Knowledge 5					PP					Knowledge 5					K 6				
Skills 3															PP					Skills 4																			
Week 19					Week 20					Week 21					Week 22					Week 23					Week 24														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
K 6					PP					Knowledge 6					Knowledge 7					PP					Knowledge 7					Knowledge 8									
Skills 4															PP					Skills 5																			
Week 25					Week 26					Week 27					Week 28					Week 29					Week 30														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
PP					Knowledge 8					Knowledge 9					PP					Knowledge 9					Knowledge 10														
Skills 5															PP					Skills 6																			
Week 31					Week 32					Week 33					Week 34					Week 35					Week 36														
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
K 10					PP					Knowledge 10					PP					Knowledge 10					Knowledge 11					PP					Knowledge 11				
Skills 6															PP					Skills 7																			
Week 37					Week 38					Week 39																													
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5																									
K 11																																							
Skills 7															PP																								

APPENDIX

Reading for Literature Standards	Clarification/In the Classroom
<p>RL.1.1 Ask and answer questions about key details in a text.</p>	<p>Clarification: Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text.</p> <p>In the Classroom: During a read aloud or shared reading lesson, the teacher models how to answer a text-dependent question. The teacher maps out his/her thoughts and textual evidence in a graphic organizer such as a bubble map. Students discuss key details from the text using think, pair, and share. After a period of discussion, they share out their thoughts as a group. Students create a story map, sequencing the events/facts learned in an illustrated fashion. In partners, students read a text and take turns asking each other text-dependent questions. The teacher provides an anchor chart of possible text-dependent question frames or sentence starters.</p>
<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>Clarification: Students retell stories using important details from the text. They provide the central message or lesson of the stories.</p> <p>In the Classroom: The teacher models retelling using key details from the text. He/she then models how to use the key details from the text to determine the central message or lesson. Students retell using Five Finger Retell identifying the characters, setting, problem, main events, and solution/resolution.</p>

FIRST GRADE PRIORITY STANDARDS

<p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p>	<p>Clarification: Students use important details from the text when they describe characters, settings, or important events in a story.</p> <p>In the Classroom: Using read aloud mentor texts; the teacher models how to describe characters, citing key details. Students complete character maps based on what the characters say, do, and think. Students note key details that help them understand and describe the characters.</p> <p>During reading aloud, the teacher models using sticky notes to mark the settings of the story and note what happened at that place. Students work with partners to create two column notes, noting the setting in the first column and an event that happened in that setting in the second column.</p> <p>Students complete B-M-E graphic organizers detailing major events from the beginning, middle, and end. The organizers include what the characters say, do, and think. Students specifically tell where and when a story takes place, noting changes throughout. Students identify the major events of the story.</p>
<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>Clarification: Students determine words or phrases in a story or poem that suggest feelings (e.g., fear, excitement, worry) or appeal to the senses (e.g., glowing, delicious, freezing, quietly).</p> <p>In the Classroom: As the teacher conducts a read aloud, he/she asks students to note words that suggest feelings throughout the story. The words are recorded on sticky notes and marked in the book.</p> <p>The teacher reviews the five senses and creates an interactive anchor chart with these columns: sight, smell, taste, touch, and sound. As the teacher conducts a read aloud, he/she places words or phrases that appeal to the senses in the appropriate columns. Students add to the chart throughout the year as they read words that appeal to the senses.</p>

FIRST GRADE PRIORITY STANDARDS

<p>RL.1.5 Explain major differences between books that tell stories and books that give information.</p>	<p>Clarification: Students recognize and are able to explain the different characteristics of literature and informational texts.</p> <p>In the Classroom: Students understand that authors write books for different reasons. They understand that literature includes characters, setting(s), and events written in sequential order in order to tell a story. Students also understand that informational texts are written to provide information on a specific topic. Informational texts often include text features such as headings, indexes, glossaries, bold words, and photographs.</p> <p>In small groups, students sort books into two piles – literature and informational. Once students finish, they can brainstorm characteristics they noticed about each genre and write their observations on T-Charts. As each group rotates through the stations, students can add new characteristics to each column. After the station rotation, the teacher reviews the students’ findings and addresses any misconceptions, prior to hanging the charts up near the classroom library.</p> <p>During shared reading, the class reads two books on the same topic – one literature and one informational. The teacher thinks aloud about the differences he/she noticed in both texts, and then he/she invites students to share additional differences they notice. The teacher writes the different observations on a class anchor chart for future reference.</p>
<p>RL.1.6 Identify who is telling the story at various points in a text.</p>	<p>Clarification: Student’s name who is telling the story in different parts of the text.</p> <p>In the Classroom: The teacher divides a short text into sections and displays them on the board. During shared reading, the teacher reads aloud one section at a time, helping students identify who is speaking in each section. They recognize when the author is telling the story and when a character is telling the story.</p> <p>The teacher reads aloud a story, thinking aloud how dialogue is used to signal a change in a speaker. The class creates a list of characters and assigns each character a color. As the teacher reads the story aloud, students help highlight what each character says, using that character’s color.</p>

FIRST GRADE PRIORITY STANDARDS

<p>RL.1.7</p> <p>Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Clarification:</p> <p>Students explain the characters, settings, or events in a story by using the visuals and details from the story in their explanations.</p> <p>In the Classroom:</p> <p>The teacher reads aloud a mentor text, focusing on its setting. The teacher identifies words, sentences, and pictures in the text that provide clues or information about the setting(s). The teacher models his/her thinking regarding how the illustrations confirm and/or add details regarding the time of day and/or where the story takes place.</p> <p>The teacher creates a graphic organizer. On the left side, the characters are listed. Across the top, there are three columns: details from the text, details from the illustrations, and details from both. The teacher models reading aloud a mentor text - asking students to identify details about the characters - how they look, how they feel, how they act. The teacher records the students' comments in the appropriate columns.</p>
<p>RL.1.8</p>	<p>Not applicable to literature.</p>
<p>RL.1.9</p> <p>Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Clarification:</p> <p>Students describe the similarities and differences between the adventures and experiences of characters.</p> <p>In the Classroom:</p> <p>The teacher reads aloud two texts that feature different main characters. Each student writes an event from one of the books on a post-it. The teacher creates a Venn diagram with the name of the two main characters at the top. Then each student places his or her post-it under the character(s) that experienced that event. As a class, students read through the completed chart and orally discuss how the adventures and/or experiences of each character were alike and different.</p> <p>Students complete double bubble maps to record events that happened to two different characters. Students use the text to determine where to place each event.</p> <p>The teacher provides sentence frames to students to help them compare the adventures and/or experiences of multiple characters. (e.g. "The characters of ____ and ____ are similar because...." and "The characters of ____ and ____ are different because...."). Students independently write one to three sentences comparing and contrasting the adventures and/or experiences of the characters.</p>

FIRST GRADE PRIORITY STANDARDS

RL.1.10

With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.

Clarification:

Students competently read and understand various types of literature appropriately complex for grade 1 for extended periods of time. Sustained reading time should be supported. Students read with prompting and support as needed.

In the Classroom:

The teacher reads aloud high quality complex texts to model what good readers do as they read.

After reading grade level texts, students demonstrate understanding through discussions with partners and/or written responses to text.

FIRST GRADE PRIORITY STANDARDS

<p>Reading for Informational Standards</p>	<p>Clarification/In the Classroom</p>
<p>RI.1.1 Ask and answer questions about key details in a text.</p>	<p>Clarification: Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text.</p> <p>In the Classroom: During a read aloud or shared reading lesson, the teacher models how to answer a text-dependent question. The teacher maps out his/her thoughts, as well as textual evidence, in a graphic organizer such as a bubble map. Students discuss and organize key details from the text using think, pair, share. After a period of discussion, they share their thoughts as a group. Students use organizers to map out key information from the text. In partners, students read a text and take turns asking each other text-dependent questions. The teacher provides an anchor chart of possible text-dependent question sentences or sentence starters.</p>
<p>RI.1.2 Identify the main topic and retell key details of a text.</p>	<p>Clarification: Students state the main topic of an informational text. Students also state important details from the text.</p> <p>In the Classroom: The teacher reads an informational text and models how to create a bubble map with the main topic and key details. The main topic will be in the center of the map with important key details around the center. Students read an appropriately leveled text in small groups. Using the book, students complete a main topic tree map, noting the main topic at the top and followed by three to four important key details which help the reader understand the topic.</p>

FIRST GRADE PRIORITY STANDARDS

<p>RI.1.3</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Clarification:</p> <p>Students explain how two individuals, events, ideas, or pieces of information from a text are related.</p> <p>In the Classroom:</p> <p>The teacher reads aloud informational texts two to three grade levels above first grade level. He/she models through think aloud how to ask questions about the text to determine how individuals, ideas, events, or pieces of information are related. The teacher asks guiding questions such as:” How are _____ and _____ connected?” Or “How is one event related to another event?”</p> <p>The teacher models how to determine how events are connected using an informational text, such as one related to how plants grow. The class creates a chart tracking the cause and effect relationships between events, such as the connections between sunlight, water, and good soil for growing plants.</p>
<p>RI.1.4</p> <p>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>Clarification:</p> <p>Students ask and answer questions about words or phrases that require further understanding or clarity in an informational text.</p> <p>In the Classroom:</p> <p>pauses at predetermined words or phrases to ask students about the meanings of the words or phrases. Students engage in Think-Pair-Share. The teacher models how to use context clues, illustrations/photos, text features, etc. to determine the meaning of the words or phrases.</p> <p>The class creates an anchor chart listing possible questions students may ask themselves when they come to an unknown word or phrase. Question examples include: “How does the picture/photo help me understand this word?”, “Do the words around the word help me understand?”, and “Have I seen this word or a word that looks similar to this before?”</p> <p>As students read independently, they place sticky notes on words or phrases they have questions about or need more information to understand. The class puts all sticky notes on a chart. As a class, they discuss what the words may mean.</p>

FIRST GRADE PRIORITY STANDARDS

<p>RI.1.5</p> <p>Know and use various text features to locate key facts or information in a text.</p>	<p>Clarification:</p> <p>Students are familiar with and make use of text features such as the headings, tables of content, glossaries, electronic menus, icons, and captions to find key information or facts.</p> <p>In the Classroom:</p> <p>The teacher reads aloud an informational text, pausing at each text feature and thinking aloud how the text feature helps readers understand the text. As each text feature is identified within the text, the teacher adds it to a class anchor chart. The anchor chart includes a visual representation of each text feature, its definition, and its purpose. Ex. This is a glossary... A glossary lists the definitions of tricky words from the text. Its purpose is to help readers understand what those tricky words mean within the text.</p> <p>Students work in pairs to identify different text features within a text. As students read, they place sticky notes over different text features within the text. They label the sticky note with the name of the text feature and write one sentence explaining how it helped them as readers. Ex. This is a heading. The heading described what this section would be about.</p>
<p>RI.1.6</p> <p>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>Clarification:</p> <p>Students differentiate between information learned from illustrations/ other images and information learned through the words in the text.</p> <p>In the Classroom:</p> <p>During shared reading, the teacher chooses a short text and walks students through the illustrations in the text. The teacher stops at each illustration and asks students to share what they notice and what they learn from each illustration. The teacher emphasizes the importance of stopping to pay attention to illustrations, explaining that often times, there might be additional information in the illustrations that is not mentioned in the text and vice versa.</p> <p>During small group instruction, students are given a non-fiction paragraph with an illustration, and are provided with four to five questions. Next to each question, they write whether the information to answer the question was found in the illustration or in the text. The teacher summarizes the activity by reminding students that sometimes the illustration extends the information learned in the text and vice versa.</p>

FIRST GRADE PRIORITY STANDARDS

<p>RI.1.7</p> <p>Use the illustrations and details in a text to describe its key ideas.</p>	<p>Clarification:</p> <p>Students provide descriptions of an informational text’s important ideas. They use the visuals and details from the text in their descriptions In the Classroom:</p> <p>Students independently read a short informational paragraph provided by the teacher and draw illustrations to show key ideas learned from the text. Students then return to the paragraph and highlight the part(s) of the text that match their illustrations.</p> <p>The teacher shows an illustration from an informational text. In pairs, students write key ideas they learned from the illustration. Students share how both the illustration and the words provide a clearer understanding of the text.</p> <p>In small groups, students read an informational text. The teacher then provides a key idea from the informational text for each small group. Students use two different colored sticky notes to mark what part of the text supports their assigned key idea. They use one color to mark the words and the other color to mark the illustrations.</p>
<p>RI.1.8</p> <p>With guidance and support, identify the reasons an author gives to support ideas in a text.</p>	<p>Clarification:</p> <p>Students recognize what ideas an author is providing in a text. They are able to name what points in the text the author uses to develop or clarify those ideas. Students are guided and supported by the teacher and/or peers.</p> <p>In the Classroom:</p> <p>The teacher will read aloud a text and then provide the author’s idea by writing it across the top of the board. The teacher then models returning to the text to find two or three reasons that support this idea. The teacher lists these reasons under the author’s idea on the board. This becomes the format of the graphic organizer. (Top: the author’s idea; Listed below: 2-3 reasons for support). As additional practice, students will be given another idea from the same text. In pairs, they will come up with two or three reasons to support that idea and record their thinking on their personal graphic organizers.</p> <p>During shared reading, the teacher will highlight one of the author’s ideas within the text. As the teacher reads the text aloud, students listen for reasons in the text that support the author’s idea. The teacher marks the reasons provided by the students with a highlighter. Finally, the teacher returns to each individual reason and discusses with students how each one directly relates back to the author’s idea.</p>

FIRST GRADE PRIORITY STANDARDS

<p>RI.1.9</p> <p>Identify basic similarities in and differences between two texts on the same topic.</p>	<p>Clarification:</p> <p>Students recognize how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures.</p> <p>In the Classroom:</p> <p>The teacher reads aloud two texts on the same topic and then models a think-aloud in which he/she asks what information can be found in only one text and what information can be found in both texts.</p> <p>The teacher reads aloud two texts on the same topic. Students write one fact from each book on post-its. The teacher creates a T-chart with the title of each text at the top, and then each student places his/ her post-it under the matching title. As a class, students read through each fact and identify any facts that are in both books.</p> <p>Students complete Venn diagrams to record the information contained in two texts that they have been read independently</p>
<p>RI.1.10</p> <p>With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.</p>	<p>Clarification:</p> <p>Students read various types of informational texts appropriately complex for grade 1 for extended periods of time. Sustained reading time should be supported. Students read with prompting and support as needed.</p> <p>In the Classroom:</p> <p>The teacher reads aloud high quality complex texts to model what good readers do as they read.</p> <p>After reading appropriately complex texts, students demonstrate understanding through discussion with partners and/or written responses to text.</p> <p>The teacher helps students learn to self-select books of interest to read independently and support them as they read for sustained amounts of time.</p>

FIRST GRADE PRIORITY STANDARDS

Foundational Skills Standards	Clarification/In the Classroom
<p>RF.1.1</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize and use capitalization and ending punctuation.</p>	<p>Clarification:</p> <p>Students understand the basic concepts of print.</p> <ul style="list-style-type: none"> • Students can identify and use capital letters and ending punctuation (periods, exclamation points, and question marks) in texts. <p>In the Classroom:</p> <p>The teacher provides a collection of subjects and actions to students. Students choose one of each and use them to create a sentence. Students independently write their sentences using correct capitalization and ending punctuation.</p> <p>The teacher writes a morning message each day with missing or incorrect punctuation and capitalization. Students find and correct the mistakes.</p> <p>The teacher writes several sentences and cuts them into pieces. Students put the sentences back in order, paying close attention to capitalization and ending punctuation.</p>
<p>RF.1.2</p> <p>Print all upper- and lowercase letters legibly.</p>	<p>Clarification:</p> <p>Students write all uppercase and lowercase letters so they are easily readable.</p> <p>In the Classroom:</p> <p>The teacher uses a verbal path for each letter during shared and modeled writing to remind students to form their letters from top to bottom and from left to right. (e.g. b- pull down, up, around)</p> <p>The teacher models correct formation and orientation (e.g. no reversals, letter confusions). Students practice independently.</p>

FIRST GRADE PRIORITY STANDARDS

<p>RF.1.3</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>Clarification:</p> <p>Students demonstrate phonological awareness at the word level, syllable level, and sound level.</p> <ul style="list-style-type: none">• Students recognize the difference between long and short vowel sounds in single syllable words.• Students orally blend sounds, including consonant blends, to create words (e.g. /n/ /e/ /st/ makes nest).• Students orally pronounce the beginning, middle, or ending sounds in one-syllable words.• Students break words down into a sequence of sounds (e.g. slip is /sl/ /i/ /p/). <p>In the Classroom:</p> <p>The teacher says a single-syllable word (e.g. “frog”), then taps down arm for each sound heard (e.g. /f/ (tap shoulder), /r/ (tap upper arm), /o/ (tap crook of arm), /g/ (tap wrist). Students do this, tap on their desks, or lay out objects to mark sounds.</p> <p>The teacher gives students some snap cubes and then says the sounds in a single-syllable word (e.g. /h/ /i/ /t/). Students will say each sound as they connect their blocks together. Then they will move their fingers across their connected blocks as they blend the sounds to read the entire word.</p>
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FIRST GRADE PRIORITY STANDARDS

RF.1.4

Know and apply grade-level phonics and word **analysis** skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. **Decode** regularly spelled one-syllable words.

Clarification:

Students read words using grade-level appropriate strategies.

- Students can identify and spell common consonant digraphs (two consonant letters together stand for one sound - e.g. ch, sh, th, wh)
- Students read common, one-syllable words that have regular spelling patterns.
- Students know that when a word ends with an e, the vowel sound is long. They also know other common vowel combinations that represent a long vowel sound.
- Students understand that every syllable must contain a vowel.
- Students determine the number of syllables and break apart simple two-syllable words that have regular spelling patterns.
- Students read words that have inflectional endings (e.g. -s, -es, -ing, -ed).
- Students identify and read grade appropriate words that do not follow normal spelling patterns.

In the Classroom

The teacher displays a morning message or poem. He/she calls on individual students to find different word features (specific digraphs, vowel teams, CVC words, inflectional endings, etc.)

The teacher places several CVC words (kit, cap, mad) in a pocket chart and tapes a large letter “e” to a pointer. Students come up to the pocket chart and orally read the CVC words. Then they hold the pointer up to the end of each word to make new words and read them aloud.

FIRST GRADE PRIORITY STANDARDS

<p>RF.1.5</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Clarification:</p> <p>Students read grade-level text smoothly and with enough accuracy so that they understand the text.</p> <ul style="list-style-type: none">• Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).• Students read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.• Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. <p>In the Classroom:</p> <p>The teacher provides audio recordings of texts that model fluent reading. In these recordings, the readers use their voices to reflect punctuation, meaningful phrasing, changes, and feelings. Students follow along with a copy of the text as they listen.</p> <p>Students participate in reading and acting out reader’s theater scripts. As students repeatedly practice their parts, the teacher encourages them to practice accuracy, appropriate rate, and expression.</p>
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FIRST GRADE PRIORITY STANDARDS

Writing Standards	Clarification/In the Classroom
<p>W.1.1</p> <p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>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>Clarification:</p> <p>Opinion writing is the first developing form of argument writing. Opinion writing has many purposes – to convince the reader that the writer’s position is correct, change the reader’s position on a topic or encourage the reader to take action. Writers use reasons to support their positions on topics or books under study. First grade students introduce a topic or book they are writing about, state their opinions, give a reason for their opinions, and provide endings that create closure.</p> <p>The teacher provides instruction on organizing information and ideas around the topic under study. For example, graphic organizers such as circle maps and 4-square models can be used to plan cohesive papers. Students state an opinion (e.g. Dogs are the best pets.), then use graphic organizers to generate reasons to support their points (Dogs are the best pets because we can play with them.). The teacher guides students by asking questions and providing feedback. Students respond to questions from the teacher as well as peers to add details to and strengthen their writing. The teacher facilitates this process by providing opportunities for students to practice peer conferences in pairs as well as in group settings, where students learn correct ways to give feedback to fellow writers.</p> <p>First graders must also provide closure as they bring their writing to an end. The teacher helps his/her students become successful at this skill by comparing stories that end abruptly with those that come to a satisfactory conclusion. The teacher also explains that closure in opinion writing can restate the position and explain why the writer chose to take that stance.</p> <p>The teacher models the organization and construction of opinion writing by reading texts containing well-developed opinions, listing possible topics on chart paper, and guiding students in choosing appropriate topics. As he/she reads mentor texts aloud, the teacher stops, questions, and elicits discussion about an author's word choice and how he/she supports his/her stance with reasons. Students begin to construct their own opinion pieces, and the teacher refers to the author’s craft in those texts as support.</p>

FIRST GRADE PRIORITY STANDARDS

W.1.2

Write informative/explanatory texts in which they name a **topic**, supply some facts about the topic, and provide **closure**. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.

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.

Clarification:

Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. First grade students write informative/explanatory pieces in which they name a topic, provide some facts about the topic, and provide closure.

Students select topics of interest or research topics chosen by the teacher. Students use their previous knowledge about the topic and use classroom materials or online sources to gather facts. The teacher can support students by modeling research and note-taking as a whole-group activity. The teacher can “think aloud,” as students make decisions about the relevancy of facts and decide what to include in their pieces. Students help evaluate the significance of facts in relation to the topic and help choose information that provides the best support. The teacher can also provide books and digital resources (such as websites), and students work individually or in teams to choose and collect research about a non-fictional topic. Group work can be an efficient way for the teacher to meet with and assist students.

Students use graphic organizers to plan and complete their compositions. The teacher supplies assistance as needed when students are organizing their information, planning, and writing. The teacher also supplies assistance as needed to ensure students remain focused on their topic when writing. Students can take notes, draw, and label diagrams to help compose one or more paragraphs about a subject. Students meet with the teacher and their peers to review their work and to develop closing statements summarizing their findings.

Students work in teams or cooperative groups to ask questions and make suggestions to help their peers add details and make corrections. The teacher also has conferences with students, where he/she assists students and focuses their writing.

FIRST GRADE PRIORITY STANDARDS

<p>W.1.3</p> <p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>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>Clarification:</p> <p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. First graders may not immediately include these elements in their stories, so teachers help them understand what makes a story and how to structure the order of their writing. First grade students develop their voices as narrative writers by writing about two or more sequenced events. They use some details to help bring their stories to life, use temporal words to show the order of events, and leave the reader with a sense of closure.</p> <p>The teacher helps students generate ideas for narratives by providing multiple opportunities for discussions about life experiences. Students can list story ideas in journals and brainstorm ideas for class topics. The teacher can help students create personal stories by having them think of a “small moment” when something happened that made them feel a strong emotion. Students write about an event that happened in this important moment. Students use some details to describe the event(s) and focus on writing a story that describes that moment in order.</p> <p>The teacher helps students organize their writing in a meaningful way. The teacher guides students in using graphic organizers, such as 4 square and circle maps, to model effective planning. Students review their story maps with the teacher, who makes suggestions and asks questions to help writers add details and strengthen their stories.</p> <p>The teacher conferences with students to help them focus their narratives on two or more appropriately sequenced series of events. The teacher also assists students in the correct use of temporal transition words (e.g. first, next, at last) to establish order in their stories and assist students with providing a satisfactory sense of closure.</p>
<p>W.1.4</p> <p>With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p>	<p>Clarification:</p> <p>Students use an assortment of digital tools and resources to compose and publish original writing as small groups, with partners, or independently. The teacher provides support and guidance.</p> <p>In the Classroom:</p> <p>After students have researched a topic, with help from their teacher, they type their piece of writing into a Word document, a document on Google drive, or another digital tool.</p> <p>Students complete a group research project on a topic and publish their work using a Google document, class blog, or other online space.</p>

FIRST GRADE PRIORITY STANDARDS

<p>W.1.5 Participate in shared research and writing projects.</p>	<p>Clarification: Students take part in research and writing projects as a class or in groups.</p> <p>In the Classroom: After listening to books about a how-to topic, students work in groups to discuss the steps needed to complete that how-to. They then produce a piece of writing, as a group, chronicling those steps in order.</p> <p>As a class, students complete a shared research and writing project about a studied topic. In groups, students choose one aspect of the topic to research using materials provided by the teacher. Students complete graphic organizers, gathering the information they learned. Then they write their piece cooperatively.</p>
<p>W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Clarification: Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance.</p> <p>In the Classroom: The teacher reads a mentor text to students and models using graphic organizers to note important information from the texts. Students use the information when writing answers to questions about the text.</p> <p>Students complete graphic organizers to gather the information they know about a specific question. After reading multiple sources, they add their new learning to their graphic organizers.</p>

FIRST GRADE PRIORITY STANDARDS

Speaking and Listening Standards	Clarification/In the Classroom
<p>SL.1.1</p> <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Clarification:</p> <p>Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.</p> <p>a. Students help develop, understand, and agree to follow discussion rules and norms such as listening to others with care and speaking one at a time about the topics and texts under discussion.</p> <p>b. They add to the discussion, maintaining the topic with appropriate comments.</p> <p>c. The students ask questions to clarify any confusion.</p> <p>In the Classroom:</p> <p>Students work with the teacher to create rules for discussions. Students role play the rules and discuss why it is important to follow these during conversations.</p> <p>The teacher provides specific instruction to teach the students how to be active listeners and speakers within small group and whole class discussions. The teacher may provide sentence stems, such as “I agree with___” or “I also like ___”, or question stems to assist with the discussion process.</p>
<p>SL.1.2</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Clarification:</p> <p>Students listen to a text read aloud, information presented by others, or information presented in various ways. They ask questions about important information.</p> <p>In the Classroom:</p> <p>The teacher conducts a think aloud during a video presentation. He/she models how to think about the key details and how to listen carefully for the most important information. The teacher stops periodically to ask himself/herself questions about what he/she heard.</p> <p>Students use sticky notes to record key words, ideas, or questions they have as they listen to a read aloud or presentation. After the read aloud or presentation is completed, they use these notes to ask or answer questions.</p>

FIRST GRADE PRIORITY STANDARDS

<p>SL.1.3</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Clarification:</p> <p>Students ask a speaker questions if they need more information or if they do not understand information presented. They also answer questions about the speaker’s presentation.</p> <p>In the Classroom:</p> <p>After a presentation, students write down what they learned. The speaker then asks the students questions based on what was presented.</p> <p>Before attending a presentation, the teacher has the students complete a brainstorm activity listing all of the things they already know about the topic. In a whole class share out, the teacher lists any questions the students have and encourages them to ask questions after the presentation.</p>
<p>SL.1.4</p> <p>Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Clarification:</p> <p>Students use complete sentences to describe a person, place, thing, or experience. They include appropriate details and communicate their ideas and feelings so that others understand.</p> <p>In the Classroom:</p> <p>Students select one item to share with their peers, whether a book, a toy from home, an important photograph, etc. In small groups, students practice presenting their items in clear, complete sentences.</p> <p>The teacher shares a photo of an event occurring within the school that all students will recognize, such as a favorite game in PE or a favorite meal in the cafeteria. The teacher models sharing relevant details. Using a different photo, students work in small groups to practice presenting relevant details.</p>
<p>SL.1.5</p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Clarification:</p> <p>Students add pictures or other visuals to provide more information to a description. The visual should clarify ideas, thoughts, or feelings.</p> <p>In the Classroom:</p> <p>a. The teacher orally describes a familiar event (e.g. field trip, science experiment). He/she models how to add an illustration that clarifies the description. Students practice adding a clarifying visual to their own descriptions.</p> <p>The teacher shares a short description of a topic students are studying, without sharing any images.</p> <p>Students discuss what drawing or visual would appropriately clarify an idea or thought in that description. They then work in groups to add a drawing or visual.</p>

FIRST GRADE PRIORITY STANDARDS

Language Standards	Clarification/In the Classroom
<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</p>	<p>Clarification: See Language Grammar Continuum</p>
<p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</p>	<p>Clarification: See Language Grammar Continuum</p>
<p>L.1.3</p>	<p>Begins in 2nd grade</p>

FIRST GRADE PRIORITY STANDARDS

<p>L.1.4</p> <p>Determine and/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: context clues, word parts and word relationships.</p>	<p>Clarification:</p> <p>Students figure out and/or confirm the meaning of grade 1 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies - context clues, word parts, and word relationships.</p> <ul style="list-style-type: none">• Use sentence-level context as a clue to the meaning of a word or phrase: Students use the words around the unknown words to determine the meaning of that word.• Use frequently occurring affixes as a clue to the meaning of a word: Students read and use prefixes and suffixes to understand the meaning of a word.• Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking): Students recognize root words and endings such as -s, -ed and -ing.• Identify real-life connections between words and their use (e.g., note places at home that are cozy): Students think about new words in familiar contexts. For example, if a student doesn't understand the word cozy, he/she may think about places at home that are cozy. <p>In the Classroom:</p> <p>During shared reading or read aloud, the teacher models coming across an unknown word or multiple meaning word or phrase. The teacher then models using the words around the unknown word (sentence level context clues) to determine the meaning of that word.</p>
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FIRST GRADE PRIORITY STANDARDS

<p>L.1.5</p> <p>With guidance and support from adults, demonstrate understanding of nuances in word meanings.</p> <p>a. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes.</p> <p>c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.</p>	<p>Clarification:</p> <p>Students understand subtle differences in word meanings. Teachers and/or other adults provide guidance and support.</p> <ul style="list-style-type: none"> • Students sort words into categories to better understand the categories that they represent, such as colors and clothing. • Students understand word meanings by sorting and defining words by categories (e.g. colors, clothing, animals) and attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). • Students identify the slight differences in the meaning of similar verbs (e.g. look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic). Students do this by defining the words, choosing the correct one, or by acting them out. <p>In the Classroom:</p> <p>The teacher models sorting words or picture cards. The teacher posts pictures of animals (duck, seagull, pelican, parrot, dog, monkey.) Then the teacher helps the students sort them into categories (birds - other animals, colorful birds, birds that swim, birds that don't swim, etc.) This allows the students to see that words can be sorted by more than one attribute. Students act out the verbs and adjectives. Then the students determine the level of intensity (e.g. sprint is faster than jog.)</p>
<p>L.1.6</p> <p>Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.</p>	<p>Clarification:</p> <p>Students use words and phrases in their speaking and writing. The words and phrases are learned through conversations with peers and adults, texts that they read or that have been read to them, and responses to texts, both oral and written. Students use conjunctions (e.g. because) orally and in writing to show simple relationships.</p> <p>In the Classroom:</p> <p>Students choose learned words and write them down on sticky notes, in journals or by typing them into a document on the computer. Students add a tally or star whenever they use them in conversation, in their writing, or read them in a text.</p> <p>Teachers model combining two phrases using common conjunctions such as because, and, so, etc. in whole and small group lessons. Students then demonstrate understanding by using those conjunctions in their own writing and highlighting or underlining them.</p>

FIRST GRADE PRIORITY STANDARDS

Reading Literature and Reading Informational Text Priority Standards

KINDERGARTEN	
PRIORITY STANDARDS	
RL.K.3: With prompting and support, identify characters , settings, and major events in a story.	RI.K.3: With prompting and support, describe the connection between two individuals, events , ideas, or pieces of information in a text .
RI.K.4: With prompting and support, ask and answer questions about words in a text .	RF.K.1: Demonstrate understanding of the organization and basic features of print. (a-d)

FIRST GRADE	
PRIORITY STANDARDS	
RL.1.2: Retell stories, including key details , and demonstrate understanding of their central message or lesson.	RL.1.9: Compare and contrast the adventures and experiences of characters in stories.
RI.1.2: Identify the main topic and retell key details of a text .	RI.1.5: Know and use various text features to locate key facts or information in a text .

SECOND GRADE	
PRIORITY STANDARDS	
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message , lesson, or moral .	RI.2.3: Describe the connection between a series of historical events , scientific ideas or concepts, or steps in technical procedures in a text .
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	

THIRD GRADE	
PRIORITY STANDARDS	
RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events .	RI.3.4: Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text.
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.8: Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

FIRST GRADE PRIORITY STANDARDS

FOURTH GRADE	
PRIORITY STANDARDS	
RL.4.2: Determine a theme of a story, drama , or poem from details in the text; summarize the text.	RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RI.4.3: Explain events , procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic ; describe the differences in focus and the information provided.

FIFTH GRADE	
PRIORITY STANDARDS	
RL.5.2: Determine a theme of a story, drama , or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text.	RL.5.5: Explain how chapters , scenes, or stanzas provide the overall structure of a particular story, drama , or poem .
RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details ; summarize the text.	RI.5.5: Compare and contrast the overall structure of events , ideas, concepts, or information in two or more texts.
RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	