Anchor Standard
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.

RL.1.1
Ask and answer questions about key details in a text.

Essential Skills and Concepts:
- ❑ Ask questions about a text
- ❑ Answer questions about a text
- ❑ Give details
- ❑ Read for details

Question Stems and Prompts:

- ✓ Who was the story about?
- ✓ What was the story about?
- ✓ What happened in the story?
- ✓ What happened at the beginning, middle, and end of the story?
- ✓ Ask your partner to share a detail from the text.
- ✓ Turn to your partner and ask a question about this book.

Academic Vocabulary	Spanish Cognates
• details	detalles
• questions	preguntas
• ask	
• answer	
• text	texto
• information	información
• answer	

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1st Grade –Reading Standards for Literature

Anchor Standard
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.

RL.1.1
Ask and answer questions about key details in a text.

Essential Skills and Concepts:
- ❑ Ask questions about a text
- ❑ Answer questions about a text
- ❑ Give details
- ❑ Read for details

Question Stems and Prompts:

- ✓ Who was the story about?
- ✓ What was the story about?
- ✓ What happened in the story?
- ✓ What happened at the beginning, middle, and end of the story?
- ✓ Ask your partner to share a detail from the text.
- ✓ Turn to your partner and ask a question about this book.

Academic Vocabulary	Spanish Cognates
• details	detalles
• questions	preguntas
• ask	
• answer	
• text	texto
• information	información
• answer	

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Essential Skills and Concepts:
- ❑ Understand key details
- ❑ Understand sequential order
- ❑ Identify and verbalize key details and main events within the story
- ❑ Retell the story in sequential order
- ❑ Identify and verbalize the problem or conflict in the story
- ❑ Identify and verbalize how the problem or conflict was resolved within the story

Question Stems and Prompts:
- ✓ Retell what happened in the story.
- ✓ What is this story mainly about?
- ✓ What is the central message in this story?
- ✓ What problems did the characters have?
- ✓ How did the characters solve their problem?
- ✓ What lessons were learned in the story?

Academic Vocabulary	Spanish Cognates
• retell	
• details	detalles
• main event	
• story	
• problem	problema
• resolution/ending	resolución
• lesson or moral	
• sequence (Beginning, middle, end)	secuencia
• solve	

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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- ❑ Identify and verbalize how the problem or conflict was resolved within the story

Question Stems and Prompts:
- ✓ Retell what happened in the story.
- ✓ What is this story mainly about?
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Academic Vocabulary	Spanish Cognates
• retell	
• details	detalles
• main event	
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• problem	problema
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• lesson or moral	
• sequence (Beginning, middle, end)	secuencia
• solve	

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.1.3
Describe characters, settings, and major events in a story, using key details.

Essential Skills and Concepts:

- ❑ Understand character
- ❑ Identify characters within the story
- ❑ Identify main character of the story
- ❑ Identify the minor character of the story
- ❑ Identify and verbalize major story events, citing key details
- ❑ Identify key events and details of story in sequential order (problem-resolution)
- ❑ Understand the lesson or moral of a story

Question Stems and Prompts:

- ✓ Who are the characters in the story?
- ✓ Describe the characters in the story?
- ✓ Who is the main character in the story? Describe him/her.
- ✓ Describe the setting of the story.
- ✓ What is the problem or plot in the story?
- ✓ How do the characters in the story solve their problem?
- ✓ What happens at the beginning, middle, and end of the story?
- ✓ Use details from the text to describe what happened.

Academic Vocabulary	Spanish Cognates
• describe	
• characters	
• setting	
• plot	
• events	eventos
• sequence	secuencia
• problem	problema
• resolution	resolución
• lesson or moral	lección o moraleja

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.1.3
Describe characters, settings, and major events in a story, using key details.

Essential Skills and Concepts:

- ❑ Understand character
- ❑ Identify characters within the story
- ❑ Identify main character of the story
- ❑ Identify the minor character of the story
- ❑ Identify and verbalize major story events, citing key details
- ❑ Identify key events and details of story in sequential order (problem-resolution)
- ❑ Understand the lesson or moral of a story

Question Stems and Prompts:

- ✓ Who are the characters in the story?
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Academic Vocabulary	Spanish Cognates
• describe	
• characters	
• setting	
• plot	
• events	eventos
• sequence	secuencia
• problem	problema
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• lesson or moral	lección o moraleja

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Anchor Standard
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.

RL.1.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 1 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❑ Understand the differences between, words, phrases and sentences
- ❑ Identify words, phrases and sentences
- ❑ Ask and answer questions about story details
- ❑ Understand that words are clues to what characters are thinking
- ❑ Identify words that indicate use of the 5 senses … see, hear, smell, touch, taste
- ❑ Identify words that communicate feelings….happy, sad, angry, worry, fear

Question Stems and Prompts:
- ✓ How does this story or poem make you feel when you read it?
- ✓ Does the character use his/her five senses in this story?
- ✓ How do we know the character feels happy, sad, or angry?
- ✓ Identify what the character hears, sees, …
- ✓ What words in the story tell us what the setting looks like?
- ✓ Is this a story or a poem? How do you know?

Academic Vocabulary	Spanish Cognates
• story	
• poems	poema
• word	
• identify	identificar
• senses	sentidos
• feelings	
• poetry	poesía
• phrase	frase
• sentence	

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Anchor Standard
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.

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Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 1 Language standards 4-6 for additional expectations.) CA**

Essential Skills and Concepts:
- ❑ Understand the differences between, words, phrases and sentences
- ❑ Identify words, phrases and sentences
- ❑ Ask and answer questions about story details
- ❑ Understand that words are clues to what characters are thinking
- ❑ Identify words that indicate use of the 5 senses … see, hear, smell, touch, taste
- ❑ Identify words that communicate feelings….happy, sad, angry, worry, fear

Question Stems and Prompts:
- ✓ How does this story or poem make you feel when you read it?
- ✓ Does the character use his/her five senses in this story?
- ✓ How do we know the character feels happy, sad, or angry?
- ✓ Identify what the character hears, sees, …
- ✓ What words in the story tell us what the setting looks like?
- ✓ Is this a story or a poem? How do you know?

Academic Vocabulary	Spanish Cognates
• story	
• poems	poema
• word	
• identify	identificar
• senses	sentidos
• feelings	
• poetry	poesía
• phrase	frase
• sentence	

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Anchor Standard
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.

R L.1.5
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Essential Skills and Concepts:

- ❑ Understand the narrative structure of a story
- ❑ Understand the expository structure found in informational text
- ❑ Identify story structure
- ❑ Identify informational structure
- ❑ Distinguish between story and informational text structure
- ❑ Recognize common genres
  - Fable
  - Narrative
  - Fairytale
  - Poem/Rhyme
  - Magazine –Expository
  - Fiction/non-fiction

Question Stems and Prompts:

- ✓ Is this a book that tells a story or gives information? How do you know?
- ✓ Explain if it is fiction or non-fiction
- ✓ What is this book about?
- ✓ What information can we gather from this book?
- ✓ What can we learn from this book?
- ✓ Who are the characters?
- ✓ Where does the story take place?
- ✓ What happens in the story?

Academic Vocabulary	Spanish Cognates
• explain	explicar
• difference	diferencia
• story	
• poem	poema
• information	información
• text	texto
• narrative	narrativa
• expository	expositivo
• characters	
• fiction	ficción
• non-fiction	

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Anchor Standard
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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  - Narrative
  - Fairytale
  - Poem/Rhyme
  - Magazine –Expository
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- ✓ Is this a book that tells a story or gives information? How do you know?
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- ✓ Who are the characters?
- ✓ Where does the story take place?
- ✓ What happens in the story?

Academic Vocabulary	Spanish Cognates
• explain	explicar
• difference	diferencia
• story	
• poem	poema
• information	información
• text	texto
• narrative	narrativa
• expository	expositivo
• characters	
• fiction	ficción
• non-fiction	

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Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RL.1.6
Identify who is telling the story at various points in a text.

Essential Skills and Concepts:
- ❑ Understand the role of a narrator
- ❑ Understand character
- ❑ Understand concept of dialogue (talking between characters)
- ❑ Understand quotation marks
- ❑ Identify narrator
- ❑ Identify character's voice
- ❑ Identify dialogue in text
- ❑ Identify speaker

Question Stems and Prompts:
- ✓ Who is telling the story?
- ✓ What does the narrator of a story do?
- ✓ What does an author do?
- ✓ Who is talking? How do we know?
- ✓ How many characters are in the story?
- ✓ What are the names of the characters?
- ✓ What are the characters in the story saying?
- ✓ Who is the story about?

Academic Vocabulary	Spanish Cognates
• narrator/narrate	narrador/a
• character	
• dialogue	diálogo
• author	autor
• author's voice	voz del autor
• quotations	cotizaciones

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1st Grade –Reading Standards for Literature

Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RL.1.6
Identify who is telling the story at various points in a text.

Essential Skills and Concepts:
- ❑ Understand the role of a narrator
- ❑ Understand character
- ❑ Understand concept of dialogue (talking between characters)
- ❑ Understand quotation marks
- ❑ Identify narrator
- ❑ Identify character's voice
- ❑ Identify dialogue in text
- ❑ Identify speaker

Question Stems and Prompts:
- ✓ Who is telling the story?
- ✓ What does the narrator of a story do?
- ✓ What does an author do?
- ✓ Who is talking? How do we know?
- ✓ How many characters are in the story?
- ✓ What are the names of the characters?
- ✓ What are the characters in the story saying?
- ✓ Who is the story about?

Academic Vocabulary	Spanish Cognates
• narrator/narrate	narrador/a
• character	
• dialogue	diálogo
• author	autor
• author's voice	voz del autor
• quotations	cotizaciones

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Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.7
Use illustrations and details in a story to describe its characters, settings, or events.

Essential Skills and Concepts:
- ❑ Understand that illustration is a picture or a drawing
- ❑ Understand that details are specific pieces of information that add meaning to a story
- ❑ Understand character
- ❑ Understand and identify major story events
- ❑ Understand and identify story setting
- ❑ Understand that illustrations add details to story
- ❑ Understanding that illustrations are used to show the setting of story
- ❑ Identify the sequence of the main events of a story using details in illustration

Question Stems and Prompts:
- ✓ What is an illustration?
- ✓ Where can we look to find details about the story characters (ex. How they look, where they live)?
- ✓ How do illustrations help us understand the events in the story?
- ✓ Describe details from illustrations.
- ✓ Where does the story take place (setting)? How do we know?

Academic Vocabulary	Spanish Cognates
• characters	personajes
• settings	
• events	
• story	
• illustrations	ilustraciones
• describe	describir
• details	detalles

Standard RL.1.8 is not applicable to first grade.

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Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.1.7
Use illustrations and details in a story to describe its characters, settings, or events.

Essential Skills and Concepts:
- ❑ Understand that illustration is a picture or a drawing
- ❑ Understand that details are specific pieces of information that add meaning to a story
- ❑ Understand character
- ❑ Understand and identify major story events
- ❑ Understand and identify story setting
- ❑ Understand that illustrations add details to story
- ❑ Understanding that illustrations are used to show the setting of story
- ❑ Identify the sequence of the main events of a story using details in illustration

Question Stems and Prompts:
- ✓ What is an illustration?
- ✓ Where can we look to find details about the story characters (ex. How they look, where they live)?
- ✓ How do illustrations help us understand the events in the story?
- ✓ Describe details from illustrations.
- ✓ Where does the story take place (setting)? How do we know?

Academic Vocabulary	Spanish Cognates
• characters	personajes
• settings	
• events	
• story	
• illustrations	ilustraciones
• describe	describir
• details	detalles

Standard RL.1.8 is not applicable to first grade.

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Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.1.9
Compare and contrast the adventures and experiences of characters in stories.

Essential Skills and Concepts:
- ❑ Identify the characters in a story
- ❑ Understand comparison (similarities)
- ❑ Understand contrast (differences)
- ❑ Understand what an adventure is
- ❑ Understand what an experience is
- ❑ Identify similarities (comparisons)
- ❑ Identify differences (contrasts)
- ❑ Make comparisons between characters
- ❑ Understand the "who" and "what" within stories

Question Stems and Prompts:
- ✓ How is ____ similar to _____ in a story?
- ✓ How are _____ and _____ different?
- ✓ What adventures did _____ have in the story?
- ✓ What experiences did _____ and _____ have in the story?
- ✓ How are their adventures similar? How are they different?
- ✓ How are their experiences similar (compare)?
- ✓ How are their experiences different (contrast)?

Academic Vocabulary	Spanish Cognates
• compare (similarities)	comparar
• contrast (differences)	contraste
• adventures	aventuras
• experiences	experiencias
• characters	

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Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Compare and contrast the adventures and experiences of characters in stories.

Essential Skills and Concepts:
- ❑ Identify the characters in a story
- ❑ Understand comparison (similarities)
- ❑ Understand contrast (differences)
- ❑ Understand what an adventure is
- ❑ Understand what an experience is
- ❑ Identify similarities (comparisons)
- ❑ Identify differences (contrasts)
- ❑ Make comparisons between characters
- ❑ Understand the "who" and "what" within stories

Question Stems and Prompts:
- ✓ How is ____ similar to _____ in a story?
- ✓ How are _____ and _____ different?
- ✓ What adventures did _____ have in the story?
- ✓ What experiences did _____ and _____ have in the story?
- ✓ How are their adventures similar? How are they different?
- ✓ How are their experiences similar (compare)?
- ✓ How are their experiences different (contrast)?

Academic Vocabulary	Spanish Cognates
• compare (similarities)	comparar
• contrast (differences)	contraste
• adventures	aventuras
• experiences	experiencias
• characters	

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Anchor Standard
Read and comprehend complex literary and informational texts independently and proficiently.

RL.1.10
With prompting and support, read prose and poetry of appropriate complexity for grade 1.

a. **Activate prior knowledge related to the information and events in texts. CA**
b. **Confirm predictions about what will happen next in text. CA**

Essential Skills and Concepts:

- ❑ Recall familiar stories
- ❑ Retell familiar stories
- ❑ Recite poems
- ❑ Make connections between texts such as poems on the same topic
- ❑ Make and confirm predictions about what will happen next in a story

Question Stems and Prompts:

- ✓ Retell the text (prose/poetry).
- ✓ Does this story/poem remind you of any other stories/poems we have read?
- ✓ Compare this piece to other pieces of text you have read.
- ✓ Identify similarities between the two pieces.
- ✓ What other stories or poems have you read about ___?
- ✓ Predict what you think will happen next in the story?
- ✓ What makes you think that will happen?
- ✓ How do you know?

Academic Vocabulary	Spanish Cognates
• retell	
• recall	
• compare	comparar
• predict	predecir
• identify	identificar

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- ✓ Does this story/poem remind you of any other stories/poems we have read?
- ✓ Compare this piece to other pieces of text you have read.
- ✓ Identify similarities between the two pieces.
- ✓ What other stories or poems have you read about ___?
- ✓ Predict what you think will happen next in the story?
- ✓ What makes you think that will happen?
- ✓ How do you know?

Academic Vocabulary	Spanish Cognates
• retell	
• recall	
• compare	comparar
• predict	predecir
• identify	identificar

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1st Grade –Reading Standards for Literature

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Anchor Standard
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.

RI.1.1
Ask and answer questions about key details in a text.

Essential Skills and Concepts:
- ❑ Understand how to ask a question about text
- ❑ Understand how to answer questions about text
- ❑ Respond in clear, focused sentences
- ❑ Answer who, what, where, when, and how questions
- ❑ Identify main events, and key details within a text

Question Stems and Prompts:
- ✓ What is this story about?
- ✓ How do we know___?
- ✓ What is the most important idea or part of this text?
- ✓ What can we learn from this book?
- ✓ What details help us know how _____ does _____?
- ✓ Where can we find _____?
- ✓ What details were important?
- ✓ What events happened first, second, third?
- ✓ Can you identify the main event?
- ✓ How do you know this is the main event?
- ✓ Turn to your partner and ask a question about the text.

Academic Vocabulary	Spanish Cognates
• question	
• answer	
• identify	identificar
• ask	
• detail	detalles
• text	texto
• events	
• learn	

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Anchor Standard
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.

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Essential Skills and Concepts:
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- ❑ Understand how to answer questions about text
- ❑ Respond in clear, focused sentences
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- ❑ Identify main events, and key details within a text

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- ✓ Where can we find _____?
- ✓ What details were important?
- ✓ What events happened first, second, third?
- ✓ Can you identify the main event?
- ✓ How do you know this is the main event?
- ✓ Turn to your partner and ask a question about the text.

Academic Vocabulary	Spanish Cognates
• question	
• answer	
• identify	identificar
• ask	
• detail	detalles
• text	texto
• events	
• learn	

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.1.2
Identify the main topic, and retell key details in a text.

Essential Skills and Concepts:
- ❑ Identify topics within text
- ❑ Identify main ideas, key details in text
- ❑ Understand how to retell text, recounting key details

Question Stems and Prompts:
- ✓ Tell me what we can learn about from this text?
- ✓ What is this book mostly about? How do you know?
- ✓ What are the important details about _____in the text?
- ✓ Can you retell the information you learned to a friend?
- ✓ What were the important details that your partner needs to know?

Academic Vocabulary	Spanish Cognates
• identify	identificar
• main topic	
• retell	
• key details	
• important	importante
• text	texto
• details	detalles

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Anchor Standard
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.1.2
Identify the main topic, and retell key details in a text.

Essential Skills and Concepts:
- ❑ Identify topics within text
- ❑ Identify main ideas, key details in text
- ❑ Understand how to retell text, recounting key details

Question Stems and Prompts:
- ✓ Tell me what we can learn about from this text?
- ✓ What is this book mostly about? How do you know?
- ✓ What are the important details about _____in the text?
- ✓ Can you retell the information you learned to a friend?
- ✓ What were the important details that your partner needs to know?

Academic Vocabulary	Spanish Cognates
• identify	identificar
• main topic	
• retell	
• key details	
• important	importante
• text	texto
• details	detalles

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Essential Skills and Concepts:
- ❑ Understand the purpose of informational text
- ❑ Understand the structure of informational text
- ❑ Use written and graphic elements to derive meaning (comprehension) of informational text
- ❑ Connect individuals and events within informational text
- ❑ Describe main ideas in informational text
- ❑ Distinguish what is an important piece of information
- ❑ Link people and their ideas

Question Stems and Prompts:
- ✓ How are _____ and _____ connected in this text?
- ✓ Do these illustrations/graphics/pictures give you a hint to what will be discussed next? How do you know?
- ✓ What are the main events in the text?
- ✓ What happened first, next, last?
- ✓ What caused ___ to happen?
- ✓ How do you know? What information tells _____?
- ✓ What details in the story give you information about the characters?

Academic Vocabulary	Spanish Cognates
• text	texto
• graphics	gráfico
• illustrations	ilustración
• picture	
• photograph	fotografía
• diagram	diagrama
• labels	
• character	
• events	
• details	detalles
• information	información

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Anchor Standard
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RI.1.3
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Essential Skills and Concepts:
- ❑ Understand the purpose of informational text
- ❑ Understand the structure of informational text
- ❑ Use written and graphic elements to derive meaning (comprehension) of informational text
- ❑ Connect individuals and events within informational text
- ❑ Describe main ideas in informational text
- ❑ Distinguish what is an important piece of information
- ❑ Link people and their ideas

Question Stems and Prompts:
- ✓ How are _____ and _____ connected in this text?
- ✓ Do these illustrations/graphics/pictures give you a hint to what will be discussed next? How do you know?
- ✓ What are the main events in the text?
- ✓ What happened first, next, last?
- ✓ What caused ___ to happen?
- ✓ How do you know? What information tells _____?
- ✓ What details in the story give you information about the characters?

Academic Vocabulary	Spanish Cognates
• text	texto
• graphics	gráfico
• illustrations	ilustración
• picture	
• photograph	fotografía
• diagram	diagrama
• labels	
• character	
• events	
• details	detalles
• information	información

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Anchor Standard
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.

RI.1.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4-6 for additional expectations) CA**

Essential Skills and Concepts:
- ❑ Ability to ask clarifying questions about texts
- ❑ Ability to express own understanding of the meaning of a text
- ❑ Identify a word that is unknown
- ❑ With support, self-monitor by identifying unknown words, decode, re-read for clarification
- ❑ Understand the use of context clues, such as in determining the meaning of unknown words

Question Stems and Prompts:
- ✓ What can you do when you get to word you don't know?
- ✓ Is this a word/phrase you know or have heard?
- ✓ What can you do when you get to an unknown word?
- ✓ What can you do to help yourself?
- ✓ Look at the picture, graphic, illustration; is there something there to help you figure out what the word is?
- ✓ Re-read the sentence; do the other words help you understand?

Academic Vocabulary	Spanish Cognates
• clarify	clarificar
• determine	determinar
• ask	
• answer	
• unknown	
• words	
• text	texto
• clue	
• context	contexto
• re-read	
• decode	

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Anchor Standard
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.

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Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4-6 for additional expectations) CA**

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- ✓ Re-read the sentence; do the other words help you understand?

Academic Vocabulary	Spanish Cognates
• clarify	clarificar
• determine	determinar
• ask	
• answer	
• unknown	
• words	
• text	texto
• clue	
• context	contexto
• re-read	
• decode	

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Anchor Standard
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.

RI.1.5
Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **CA**

Essential Skills and Concepts:
- ❑ Identify headings and their purposes
- ❑ Identify and use table of contents to locate facts
- ❑ Identify and use glossary to locate facts
- ❑ Understand computer icons and menus to locate information

Question Stems and Prompts:
- ✓ Can you identify the different parts of this book?
- ✓ Can you explain how the different parts are used?
- ✓ If you wanted to find the meaning of a word in this book, where would you look?
- ✓ Look in the table of contents and find the page number for _____.
- ✓ How do you know this page is going to talk about _____?
- ✓ Why did the author use bold print here?

Academic Vocabulary	Spanish Cognates
• identify	identificar
• different	diferente
• parts	partes
• explain	explicar
• meaning	
• table of contents	
• glossary	glosario
• headings	

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Anchor Standard
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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Know and use various text **structures (e.g., sequence) and text** features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **CA**

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- ❑ Identify headings and their purposes
- ❑ Identify and use table of contents to locate facts
- ❑ Identify and use glossary to locate facts
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- ✓ How do you know this page is going to talk about _____?
- ✓ Why did the author use bold print here?

Academic Vocabulary	Spanish Cognates
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• different	diferente
• parts	partes
• explain	explicar
• meaning	
• table of contents	
• glossary	glosario
• headings	

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Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Essential Skills and Concepts:
- ❑ Analyze how the illustration presents information and ideas
- ❑ Analyze how the words present information and ideas
- ❑ Understand the role of an illustrator
- ❑ Understand the role of an author

Question Stems and Prompts:
- ✓ What does the author do?
- ✓ What does the illustrator do?
- ✓ How does the illustrator give us information?
- ✓ Do you think they would work together on a book?
- ✓ Why would a book need an illustrator and an author?
- ✓ What do the illustrations tell us about the words?
- ✓ What do the words tell us about the illustrations?

Academic Vocabulary	Spanish Cognates
• author	autor
• illustration	ilustración
• illustrator	ilustrador
• distinguish	distinguir

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Anchor Standard
Assess how point of view or purpose shapes the content and style of a text.

RI.1.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Essential Skills and Concepts:
- ❑ Analyze how the illustration presents information and ideas
- ❑ Analyze how the words present information and ideas
- ❑ Understand the role of an illustrator
- ❑ Understand the role of an author

Question Stems and Prompts:
- ✓ What does the author do?
- ✓ What does the illustrator do?
- ✓ How does the illustrator give us information?
- ✓ Do you think they would work together on a book?
- ✓ Why would a book need an illustrator and an author?
- ✓ What do the illustrations tell us about the words?
- ✓ What do the words tell us about the illustrations?

Academic Vocabulary	Spanish Cognates
• author	autor
• illustration	ilustración
• illustrator	ilustrador
• distinguish	distinguir

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Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.1.7
Use the illustrations and details in a text to describe its key ideas.

Essential Skills and Concepts:
- ❑ Recognize what is an illustration (picture, photo, drawing)
- ❑ Understand and follow the information in the text
- ❑ Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about
- ❑ With help, connect the illustrations with the message

Question Stems and Prompts:
- ✓ What can you learn from the illustrations?
- ✓ What do you think the writer is trying to say? What in the picture helps you think that?
- ✓ Why do you think the illustrator put in that picture?
- ✓ Does the illustration match what the writer is trying to say?
- ✓ Do you think the story and the picture are connected?
- ✓ Describe how the picture helps you understand what the author has written.

Academic Vocabulary	Spanish Cognates
• Illustration	ilustración
• describe	describir
• relationship	relación
• text	texto
• person	persona
• place	
• idea	idea
• thing	
• depict	
• shows	
• tells	

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Anchor Standard
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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Use the illustrations and details in a text to describe its key ideas.

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- ❑ Recognize what is an illustration (picture, photo, drawing)
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• relationship	relación
• text	texto
• person	persona
• place	
• idea	idea
• thing	
• depict	
• shows	
• tells	

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Anchor Standard
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.

RI.1.8
Identify the reasons an author gives to support points in a text.

Essential Skills and Concepts:
- ❑ Know how to link people and their ideas
- ❑ Know that an author writes to share what he/she thinks
- ❑ Know that authors use details to help make a point
- ❑ Understand that authors try to explain their thinking
- ❑ Know that an author may have more than one reason to explain his thinking

Question Stems and Prompts:
- ✓ What does the writer think about this problem?
- ✓ Why do you think the author wrote that?
- ✓ Were there any reasons why you think the author…?
- ✓ What in the writing made you think that?
- ✓ What were the reasons the author wrote this piece?
- ✓ How and where did the author support his reasoning?
- ✓ What important points does the author make?
- ✓ What words did the author use to tell us ___?

Academic Vocabulary	Spanish Cognates
• reasons	razones
• author	autor
• explain	explicar
• tells	
• writing	
• text	texto
• support	
• points	

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Anchor Standard
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.

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Identify the reasons an author gives to support points in a text.

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- ✓ What important points does the author make?
- ✓ What words did the author use to tell us ___?

Academic Vocabulary	Spanish Cognates
• reasons	razones
• author	autor
• explain	explicar
• tells	
• writing	
• text	texto
• support	
• points	

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Anchor Standard
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.1.9
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Skills and Concepts:
- ❑ Understand the two texts on the same topic
- ❑ Identify the similarities in the two texts
- ❑ Identify the differences between the two texts

Question Stems and Prompts:
- ✓ What can we learn from this text?
- ✓ We read two books, what is different about them? What is the same?
- ✓ Can you fill in the Thinking Map showing the similarities and differences of the two texts?
- ✓ Do both books have illustrations? How were they used in both books?
- ✓ What did the illustrations in the books tell you?

Academic Vocabulary	Spanish Cognates
• illustration	ilustración
• similarities	
• differences	diferencias
• text	texto

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Anchor Standard
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RI.1.9
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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- ❑ Understand the two texts on the same topic
- ❑ Identify the similarities in the two texts
- ❑ Identify the differences between the two texts

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Academic Vocabulary	Spanish Cognates
• illustration	ilustración
• similarities	
• differences	diferencias
• text	texto

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Anchor Standard
Read and comprehend complex literary and informational texts independently and proficiently.

RI.1.10
With prompting and support, read informational texts appropriately complex for grade 1.

a. **Activate prior knowledge related to the information and events in texts. CA**
b. **Confirm predictions about what will happen next in text. CA**

Essential Skills and Concepts:

- ❑ Work in groups
- ❑ Read with a purpose
- ❑ Understand what is read individually
- ❑ Understand what is read by others
- ❑ Contribute to the group (help understand what is being read)

Question Stems and Prompts:

- ✓ Talk to your partner about_____.
- ✓ Help your partner. . . . .
- ✓ Everyone needs to take a turn talking about what is happening on the page in the book.
- ✓ What does your partner think?
- ✓ What did you already know about this topic?
- ✓ Can you predict what the author may talk about next?

Academic Vocabulary	Spanish Cognates
• partner	
• purpose	
• individual	individuo
• contribute	contribuír

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Academic Vocabulary	Spanish Cognates
• partner	
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Anchor Standard

Anchor standards do not exist for RF standards.

RF.1.1
Demonstrate understanding of the organization and basic features of print.

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Essential Skills and Concepts:

- ❑ Know that a sentence begins with a capital letter
- ❑ Know that a sentence conveys a complete thought
- ❑ Know that a sentence needs ending punctuation
  - ○ question ?
  - ○ period .
  - ○ exclamation !

Question Stems and Prompts:

- ✓ Show me where to begin reading.
- ✓ Distinguish UC from LC letters.
- ✓ Identify basic punctuation: period, question mark, etc.
- ✓ Know basic capitalization (First Letter of Sentence, Proper Nouns.)
- ✓ Know serial order L→R.
- ✓ Know that print contains message.
- ✓ Know illustrations add details.
- ✓ Did you start that sentence with a capital?
- ✓ How should you start that sentence?
- ✓ Does your sentence tell who did what?
- ✓ How should your sentence end?
- ✓ Do you need something at the end of your sentences?

Academic Vocabulary	Spanish Cognates
• organization	organización
• word	
• sentence	
• names	nombres
• beginning	
• ending	
• punctuation	puntuación
• capitalization	
• question mark	
• period	
• exclamation mark	

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Anchor Standard

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RF.1.2
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- **a.** Distinguish long from short vowel sounds in spoken single-syllable.
- **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).

Essential Skills and Concepts:

- ❑ Know the sound symbol correspondence of all short and long vowel sounds
- ❑ Identify vowels/vowel sounds within single syllable words (ex. cvc words)
- ❑ Isolate and blend phonemes in single syllable words
- ❑ Identify phonemes in the initial, medial and final position in spoken single syllable words
- ❑ Articulate simple decodable words, identifying all phonemes in the initial, medial and final position
- ❑ Segment phonemes in proper order. (ex. c-a-t = cat)

Question Stem and Prompts:

- ✓ What sound do we hear at the beginning of _____?
- ✓ What sound do we hear in the middle of _____?
- ✓ What sound do we hear in the end _____?
- ✓ What is the first sound in _____? Last ___?
- ✓ Stretch the word _____,
- ✓ On your arm, tap the sounds you hear in _____.
- ✓ What word do you make by putting together the sounds /m/a/H/?

Academic Vocabulary	Spanish Cognates
• distinguish	distinguir
• vowel	vocal
• consonant	consonante
• sound	sonido
• segment	segmento
• blend	
• syllable	sílaba
• initial (beginning)	inicial
• medial (middle)	
• final (end)	final

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Anchor Standard

Anchor standards do not exist for RF standards.

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- ✓ Stretch the word _____,
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Academic Vocabulary	Spanish Cognates
• distinguish	distinguir
• vowel	vocal
• consonant	consonante
• sound	sonido
• segment	segmento
• blend	
• syllable	sílaba
• initial (beginning)	inicial
• medial (middle)	
• final (end)	final

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Anchor Standard

Anchor standards do not exist for RF standards.

RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**

- **a.** Know the spelling-sound correspondences for common consonant digraphs.
- **b.** Decode regularly spelled one-syllable words.
- **c.** Know final –e and common vowel team conventions for representing long vowel sounds.
- **d.** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **e.** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **f.** Read words with inflectional endings.
- **g.** Recognize and read grade-appropriate irregularly spelled words.

Essential Skills and Concepts:

- ❑ Understand that sometimes two consonant letters make one sound (e.g.,/sn/wh/khl)
- ❑ Read and pronounce the sounds represented in one – syllable words
- ❑ Know that in many short words that end in e, the vowel has a long sound
- ❑ Understand that words have parts, and each part needs a vowel
- ❑ Use inflectional ending like –ed, -es-ing, to read words
- ❑ Know the role that inflectional endings play in making words
- ❑ Know rules for breaking words apart like double consonants, inflected endings
- ❑ Understanding that each syllable must contain a vowel sound; use this knowledge to identify syllables within written words
- ❑ Ability to decode simple two syllable words following the vowel pattern for syllable division
- ❑ Ability to recognize and read **grade 1** irregularly spelled words/sight words and words with inflectional endings (look, looked)

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Anchor Standard

Anchor standards do not exist for RF standards.

RF.1.3

Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**

- **a.** Know the spelling-sound correspondences for common consonant digraphs.
- **b.** Decode regularly spelled one-syllable words.
- **c.** Know final –e and common vowel team conventions for representing long vowel sounds.
- **d.** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **e.** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **f.** Read words with inflectional endings.
- **g.** Recognize and read grade-appropriate irregularly spelled words.

Essential Skills and Concepts:

- ❑ Understand that sometimes two consonant letters make one sound (e.g.,/sn/wh/khl)
- ❑ Read and pronounce the sounds represented in one – syllable words
- ❑ Know that in many short words that end in e, the vowel has a long sound
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RF.1.3 – (Continued)

Question Stems and Prompts:

- ✓ When I point to a letter, tell me if it is a vowel or consonant.
- ✓ What can you do when you get to a word you don't know?
- ✓ What do you hear at the beginning, middle, and end of this word?
- ✓ Stretch the sounds….; now put them together quickly.
- ✓ Can you hear the differences between long and short vowel sounds?
- ✓ Did you see any silent letters?
- ✓ How many syllables does this word have?
- ✓ Tap out the syllables in the word…..
- ✓ Are there any chunks you know?

Academic Vocabulary	Spanish Cognates
• decode	descodificar
• syllable	sílaba
• sounds	sonidos
• silent	silencioso/a
• vowel	vocal
• consonant	consonante
• pattern	patrón
• endings	
• diagraph	

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RF.1.3 – (Continued)

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- ✓ When I point to a letter, tell me if it is a vowel or consonant.
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Anchor Standard

Anchor standards do not exist for RF standards.

RF.1.4
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.

Essential Skills and Concepts:

- ❑ Bank of known sight words
- ❑ Understand meaning is contained in text
- ❑ Early self monitoring/correcting behaviors
- ❑ Use re-reading as a strategy to help understand text

Question Stems and Prompts:

- ✓ What can you do when you get to a word or part you don't know?
- ✓ How can you help yourself?
- ✓ Can you get your mouth ready for the first sound….? Now, stretch the sounds.
- ✓ Reread the sentence again, make it sound like talking.
- ✓ Reread the story from the beginning.
- ✓ What is this book about?
- ✓ What helps you know what it is about?
- ✓ What do we do with our voice when we reach a period, comma?

Academic Vocabulary	Spanish Cognates
• fluency	fluidez
• accuracy	
• expression	expresión
• recognition	
• comprehension	comprensión
• reread	
• punctuation	puntuación
• period	
• comma	coma

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1st Grade –Reading Standards: Foundational Skills

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Anchor Standard
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Essential Skills and Concepts:
- ❑ Understand the concept of having an opinion
- ❑ Identify a favorite book or story
- ❑ Express orally an opinion such as like, or dislike, of a chosen book or story, and support that opinion with a reason
- ❑ Write a brief opinion piece about a book or story, and provide a reason for that opinion
- ❑ Provide enough detail to bring the written piece to a reasonable closure
- ❑ Identify a topic for their writing

Question Stems and Prompts:
- ✓ What is your opinion about ____ from the text?
- ✓ Where can you find information that supports your opinion?
- ✓ Name your favorite book or story.
- ✓ Why did you choose this book or story?
- ✓ What did you like best?
- ✓ What are you going to write about? Why?
- ✓ Tell me two things you like about _____.
- ✓ Write about _____; include the reasons you chose this topic.
- ✓ How will you end your writing?

Academic Vocabulary	Spanish Cognates
• Opinion	opinión
• reasons	razones
• topic	
• details	detalles
• title	título
• ask and answer	

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• topic	
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• title	título
• ask and answer	

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Anchor Standard
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.1.2
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Essential Skills and Concepts:
- ❑ Ability to write complete sentences
- ❑ Ability to retell orally a familiar event or experience noting details
- ❑ Ability to identify facts within a text
- ❑ Ability to select a topic of interest to write about
- ❑ Ability to tell what they are writing about
- ❑ Ability to organize their ideas so they can be written logically

Question Stems and Prompts:
- ✓ Chose a topic to write about.
- ✓ Decide what information you will write about.
- ✓ How will you organize your ideas?
- ✓ What is your topic sentence?
- ✓ What details do you have to support your topic?
- ✓ Where will you get your information?
- ✓ How will you end your writing?

Academic Vocabulary	Spanish Cognates
• information	información
• facts	
• explanation	explicación
• write	
• details	detalles

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Academic Vocabulary	Spanish Cognates
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• facts	
• explanation	explicación
• write	
• details	detalles

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Anchor Standard
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.1.3
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Essential Skills and Concepts:
- ❑ Ability to retell familiar events in sequence order
- ❑ Identify major events
- ❑ Write a brief narrative around a center focus
- ❑ Bring the writing to an end

Question Stems and Prompts:
- ✓ Tell me about _____.
- ✓ What event happened first, next, etc?
- ✓ When did you do this?
- ✓ What was your main event?
- ✓ Can you organize your thoughts using sequencing?
- ✓ What words will you use to signal another event?
- ✓ When did the events happen?
- ✓ How will you end your story?
- ✓ How can you provide closure to your story?

Academic Vocabulary	Spanish Cognates
• sequence	secuencia
• event	
• time	
• order	orden

Standard W.1.4 is not applicable to first grade.

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Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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Anchor Standard
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.1.5
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Essential Skills and Concepts:
- ❑ Generate a topic to write about
- ❑ Know how to take ideas from a graphic organizer or chart to write about
- ❑ Organize the writing so that it moves logically
- ❑ Write sentences with details
- ❑ Know that to strengthen your writing, you can add sizes, colors, and other adjectives
- ❑ When reading with an adult, be able to recognize unrelated ideas
- ❑ Work with peers

Question Stems and Prompts:
- ✓ What is your topic?
- ✓ What details will you add to support the topic?
- ✓ What happened first? Second? Last?
- ✓ Can you tell a friend what you will be writing in the correct sequence?
- ✓ How will you revise your writing to make it stronger?
- ✓ What details are the most important to include in your writing?
- ✓ Swap papers with a partner, focus on editing and revising each other's papers.

Academic Vocabulary	Spanish Cognates
• focus	
• details	detalles
• revise	revisar
• edit	
• improve	
• sequence	secuencia

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• revise	revisar
• edit	
• improve	
• sequence	secuencia

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Anchor Standard
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.1.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

English Skills and Concepts:
- ❑ Understand how to use a computer
- ❑ With guidance, know how to use PowerPoint
- ❑ Understand how to print
- ❑ Know how to use the computer toolbar
- ❑ Know how to use a mouse
- ❑ Understand how to save materials
- ❑ Work collaborative with a partner

Question Stems and Prompts:
- ✓ Can you turn on your computer?
- ✓ Do you know how to save information?
- ✓ Would you rather present your information using PowerPoint?
- ✓ Where will you look for information?
- ✓ Did you find a site that was most helpful?
- ✓ What information are you looking for?
- ✓ Can you drag this image to your writing paper?

Academic Vocabulary	Spanish Cognates
• Cooperate	cooperar
• computer	computadora
• keyboard	
• monitor/screen	
• information	información

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• Cooperate	cooperar
• computer	computadora
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• monitor/screen	
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Anchor Standard
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.1.7
Participate in shared research and writing projects *(e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)*.

Essential Skills and Concepts:
- ❑ Write simple sentences
- ❑ Understand informational texts structure
- ❑ Locate information within text
- ❑ Identify sequence in how to guide
- ❑ Information
- ❑ Facts
- ❑ Explanation

Question Stems and Prompt:
- ✓ Who is the author of the book you read?
- ✓ Was this book fact or fiction?
- ✓ How do you know if it is fact or fiction?
- ✓ What do you do first, second, third, etc?
- ✓ Locate _____ in the text.

Academic Vocabulary	Spanish Cognates
• research	
• directions	direcciones
• sequence	secuencia
• instruction	instrucción
• fact	
• fiction	ficción

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1st Grade – Writing Standards

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Anchor Standard
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.1.8
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Skills and Concepts:
- ❑ Retell / recall key details
- ❑ Describe personal experiences
- ❑ Locate information within text
- ❑ Know that information can come from different sources, (e.g., books, digital, print)

Question Stems and Prompts:
- ✓ Can you tell me what happened?
- ✓ Can you give me information using who, what, when, why, and where?
- ✓ What sources did you use to find information?
- ✓ Can you recall the main event idea?
- ✓ Can you retell the main event idea?
- ✓ Describe why this event or person is important?
- ✓ How will you rewrite this information in your own words?

Academic Vocabulary	Spanish Cognates
• collect	
• gather	
• select	
• recall	
• information	información
• retell	
• describe	describir
• sources	
• encyclopedia	enciclopedia
• non-fiction	
• expository	
• magazine	
• article	artículo

Standard W.1.9 and W.1.10 are not applicable to first grade.

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• gather	
• select	
• recall	
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• retell	
• describe	describir
• sources	
• encyclopedia	enciclopedia
• non-fiction	
• expository	
• magazine	
• article	artículo

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1st Grade – Writing Standards

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Anchor Standard
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.

SL.1.1
Participate in collaborative conversations with diverse partners about *grade 1 topics* and *texts* with peers and adults in small and larger groups.

- **a.** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).
- **b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **c.** Ask questions to clear up confusion about the topics and texts under discussion.

Essential Skills and Concepts:

- ❑ Know that when talking there are rules that we follow such as, not interrupting when another person is speaking
- ❑ Know that when listening to someone, we need to look at them
- ❑ Know that when we are listening to someone, we need to respond about the same thing
- ❑ Ask questions for clarity

Question Stems and Prompts:

- ✓ Talk to your partner about…
- ✓ Remember to follow the rules when we talk with our partners.
- ✓ Ask your partner _____?
- ✓ Tell your partner what you think about _____.
- ✓ Tell your partner what you have liked so far.
- ✓ Tell your group what you have learned about…
- ✓ Can you say that again?
- ✓ I didn't understand?
- ✓ Can you say it again?
- ✓ Excuse me, can I say something?

Academic Vocabulary	Spanish Cognates
• Conversation	conversación
• partner	
• take turns	
• listen carefully	
• interrupting	interrumpir
• inside voices	

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Anchor Standard
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.1.2
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

a. **Give, restate, and follow simple two-step directions. CA**

Essential Skills and Concepts

- ❑ Understand that illustrations and words convey messages
- ❑ Listen with the intent to remember what is being read
- ❑ Recognize important details
- ❑ Understand the importance of the title and how it relates to the text
- ❑ Understand that there are messages in videos, television programs, and pictures, as well as text
- ❑ Know how to ask appropriate questions
- ❑ Answer questions to show that you understand

Question Stems and Prompts

- ✓ Look at the title, what do you think this text is about?
- ✓ What happened in the story I just read aloud?
- ✓ If you had to ask one question about the story, what would it be?
- ✓ What did you learn as you listened to this book being read?
- ✓ What is the author trying to tell you?
- ✓ Retell the story to your partner.
- ✓ What do you think the video is telling us?
- ✓ What is the one thing you learned from looking at the text, picture, video?

Academic Vocabulary	Spanish Cognates
• title	título
• story	
• ask	
• author	autor
• retell	
• partner	
• video	video
• text	texto
• details	detalles

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• ask	
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• retell	
• partner	
• video	video
• text	texto
• details	detalles

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Anchor Standard
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Essential Skills:
- ❑ Understand what is being said
- ❑ Ask important questions
- ❑ Answer important questions
- ❑ Ask for more information
- ❑ Know how to organize information
- ❑ Know how to ask questions when meaning is lost

Question Stems and Prompts:
- ✓ What did the speaker say?
- ✓ What was the most important part that you heard?
- ✓ What would you say if you didn't understand the speaker?
- ✓ What would be one question that you could ask so you could find out more information?
- ✓ What was the most important detail?
- ✓ I didn't understand, can you say it again?
- ✓ Can you tell me more about it so I can understand better?

Academic Vocabulary	Spanish Cognates
• speaker	
• important	importante
• understand	
• information	información
• detail	detalles
• describe	describir

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Anchor Standard
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.1.3
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Essential Skills:
- ❑ Understand what is being said
- ❑ Ask important questions
- ❑ Answer important questions
- ❑ Ask for more information
- ❑ Know how to organize information
- ❑ Know how to ask questions when meaning is lost

Question Stems and Prompts:
- ✓ What did the speaker say?
- ✓ What was the most important part that you heard?
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Anchor Standard
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.

SL.1.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

a. **Memorize and recite poems, rhymes, and songs with expression. CA**

Essential Skills:

- ❑ Understand the event
- ❑ Understand that a place can be a building, city, space, or location
- ❑ Know and use sensory words
- ❑ Know and use positional words
- ❑ Know and use multiple descriptive words

Question Stems and Prompts:

- ✓ Where did the event take place?
- ✓ Why was this location important to the story?
- ✓ Describe the location to your partner.
- ✓ Describe the characters to your partner.
- ✓ Can you tell why you liked the story?
- ✓ Give details to support your answer.
- ✓ What did the person/place look like?
- ✓ Where and when did the event happen?
- ✓ Did you tell how you felt when you saw...?
- ✓ Which poem will you and/or your group be working on to learn?
- ✓ Today we are going to learn a new (song, poem, rhyme.)
- ✓ Can you say more about your idea/feelings?

Academic Vocabulary	Spanish Cognate
• details	detalles
• character	
• person	persona
• people	
• things	
• place	
• happen	
• describe	describir

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• character	
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• people	
• things	
• place	
• happen	
• describe	describir

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

SL.1.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Essential Skills:
- ❑ Choose a topic to speak about
- ❑ Be able to describe and use adjectives
- ❑ Use a picture or a media presentation
- ❑ Use magazine pictures or clip art to mark posters to support what they are saying
- ❑ Understand that charts, graphs or illustrations help increase understanding

Question Stems and Prompts:
- ✓ What topic will you be speaking about today?
- ✓ Can you find or make an illustration that will help clarify your topic?
- ✓ What will you use to help your presentation?
- ✓ Can you add more information that will help clarify your ideas?
- ✓ How will you organize your speech?
- ✓ What descriptive words can you use to help your presentation be more informative and interesting?

Academic Vocabulary	Spanish Cognates
• voice	voz
• topic	
• speaking	
• illustration	ilustración
• clarify	clarificar
• express	expresar
• ideas	ideas
• feelings	
• description	descripción
• clarify	clarificar
• thoughts	

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• feelings	
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Anchor Standard
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6
Produce complete sentences when appropriate to task and situation. **(See grade 1 Language standards 1 and 3 for specific expectations) CA**

Essential Skills:
- ❑ Under that there are times when using complete sentences is required
- ❑ Know that complete sentences express a thought
- ❑ Know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations

Question Stems and Prompts:
- ✓ What would you like to share today?
- ✓ What is your topic?
- ✓ Can you say that in a complete sentence?
- ✓ You told *who*, but can you tell us *what* they were doing?
- ✓ Did you remember to talk about the *who* and the *what*?
- ✓ Can you tell more about *where*, and *who*?

Academic Vocabulary	Spanish Cognates
• share	
• topic	
• event	
• important	importante
• voice	voz

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Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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• topic	
• event	
• important	importante
• voice	voz

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Anchor Standard
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- **a.** Print all upper- and lowercase letters.
- **b.** Use common, proper, and possessive nouns.
- **c.** Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop).*
- **d.** Use personal (subject, object), possessive, and indefinite pronouns (e.g., *I, my, they, them, their; anyone, everything).*
- **e.** Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home).*
- **f.** Use frequently occurring adjectives.
- **g.** Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- **h.** Use determiners (e.g., articles, demonstratives).
- **i.** Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- **j.** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Essential Skills and Concepts:

- ❑ Write a complete sentence
- ❑ Understand the use of verbs
- ❑ Understand that proper nouns
- ❑ Understand the use of adjectives
- ❑ Understand the difference between uppercase and lowercase letters
- ❑ Understand different types of sentences

Question Stems and Prompts:

- ✓ Can you write a sentence using an uppercase letter?
- ✓ Write a sentence using adjectives.
- ✓ Write a question sentence.
- ✓ Underline the subject and predicate of the sentence.
- ✓ What do you put at the end of a question sentence?
- ✓ What do you put at the end of an exclamatory sentence?

Academic Vocabulary	Spanish Cognates
• sentence	
• uppercase/lowercase	
• adjective	adjectivo
• subject/predicate	subjeto/predicado
• question	
• exclamatory	

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Academic Vocabulary	Spanish Cognates
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• uppercase/lowercase	
• adjective	adjectivo
• subject/predicate	subjeto/predicado
• question	
• exclamatory	

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Anchor Standard
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.1.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- **a.** Capitalize dates and names of people.
- **b.** Use end punctuation for sentences.
- **c.** Use commas in dates and to separate single words in a series.
- **d.** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- **e.** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Essential Skills and Concepts:

- ❑ Identify period, question mark, and exclamation mark
- ❑ Know when to use a period, question mark, and exclamation mark
- ❑ Know that the first word in a sentences, proper names, days of the week and months are capitalized
- ❑ Know that a comma separates the date from the year
- ❑ Understand letter patterns and their sounds

Question Stems and Prompts:

- ✓ Can you write a sentence using a period? A question mark? An exclamation mark?
- ✓ Write today's date correctly.
- ✓ Did you remember to capitalize and punctuate your sentence?
- ✓ Go through and check your work for spelling. Can you sound out words that are difficult and correct them?

Academic Vocabulary	Spanish Cognates
• sentence	
• period	
• question mark	
• exclamation mark	
• date	
• correctly	correctamente
• capitalize	
• punctuate	puntuar

Standard L.1.3 is not applicable to first grade.

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Academic Vocabulary	Spanish Cognates
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• period	
• question mark	
• exclamation mark	
• date	
• correctly	correctamente
• capitalize	
• punctuate	puntuar

Standard L.1.3 is not applicable to first grade.

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Anchor Standard
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.

L.1.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- **a.** Use sentence-level context as a clue to the meaning of a word or phrase.
- **b.** Use frequently occurring affixes as a clue to the meaning of a word.
- **c.** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

Essential Skills and Concepts:

- ❑ Understand and know many common words
- ❑ Understand that some words have other meanings
- ❑ Use context and /or pictures to help determine a new meaning for a known word
- ❑ Know and understand affixes

Question Stems and Prompts:

- ✓ Can you look at the picture, or the words around the word you don't know, to understand its meaning?
- ✓ Does this word have a prefix or suffix?
- ✓ How does the prefix or suffix change the meaning of the word?
- ✓ Can you use a word with a prefix or suffix in a sentence?

Academic Vocabulary	Spanish Cognates
• picture	
• understand	
• meaning	
• prefix	prefijo
• suffix	sufijo

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Anchor Standard
Demonstrate understanding of, word relationships and nuances in word meanings.

L.1.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- **a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- **b.** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- **c.** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- **d.** Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

Essential Skills and Concepts:

- ❑ Understand parts of speech
- ❑ Distinguish between nouns, verbs, adjectives
- ❑ Understand shades of meaning for appropriate usage
- ❑ Understand the relationship between groups of words
- ❑ Sort words into categories

Question Stems and Prompts:

- ✓ Can you and your partner sort these words into groups?
- ✓ Can you give me an explanation of why you grouped your words in this way?
- ✓ How could you use the word ____ at home?
- ✓ What's the difference between the words *peek* and *stare?*

Academic Vocabulary	Spanish Cognates
• Synonym	sinónimo
• antonym	antónomio
• powerful	
• partner	
• group	groupo
• explanation	explicación

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1st Grade – Language Standards

Anchor Standard
Demonstrate understanding of, word relationships and nuances in word meanings.

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• explanation	explicación

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Anchor Standard
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.

L.1.6
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

Essential Skills and Concepts:
- ❑ Understand the importance of sequence in retelling what you have read
- ❑ Retell the most important events, and then add details
- ❑ Understand cause and effect events
- ❑ Ask questions of difficult events
- ❑ Discuss with partner the events in the story and how the problem was solved.

Question Stems and Prompts:
- ✓ Can you retell the story in your own words and add details?
- ✓ What was the most important event in the story? Why?
- ✓ Was there a problem? If so, how was this problem solved?
- ✓ What caused the problem?
- ✓ What was the solution?
- ✓ Would you have solved the problem differently?

Academic Vocabulary	Spanish Cognates
• retell	
• details	detalles
• important	importante
• event	evento
• problem	problema
• solution	solución
• differently	diferente

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