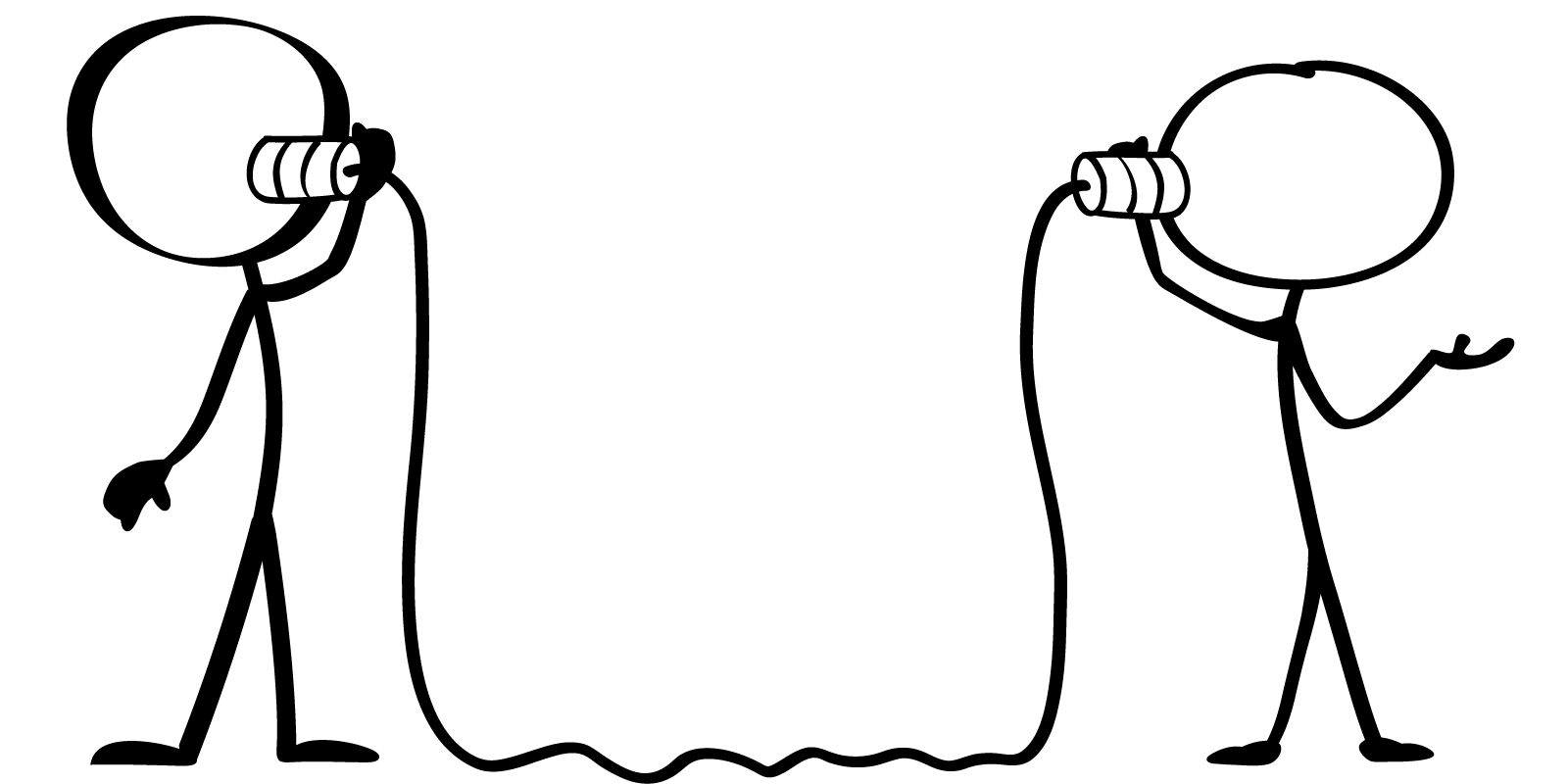
**Content**:

1. **Introduction**
2. **Integrated ELA**
3. **Five Dimensions of Teaching & Learning**
4. **Resources & Strategies**
5. **Grade 1 CCSS Check List**

**1**

**Pacing Guide by Quarters**

**Grade 1 Integrated CCSS English Language Arts**



**Speaking**



**Listening**

**Reading**

**Writing**



**Introduction and Overview**

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| All **c**ommon **c**ore **s**tate **s**tandards represent essential content that must be taught in English Language Arts in order to avoid gaps in student learning. | | | | | | | | | | | | | | | |
|
| The nature of the ELA common core standards (reading, writing, language and speaking/listening) obliges our instruction to be integrative. Anthologies will become ***secondary*** supportive resources while the CCSS will be the ***primary*** guide. | | | | | | | | | | | | | | | |
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|
| **First Grade** students will be exposed to a wide genre of literary and informational text. | | | | | | | | | | | | | | | |
| Text Types: (Lexile ranges for K – 1 are not applicable). | | | | | | | | | | | | | | | |
|  | ***Literary Text*** is reading to explore others’ experiences; reading for enjoyment. | | | | | | | | | | | | | | |
|  |  | *(Picture Books, Big Books, Grade Level Readers and Anthologies)* | | | | | | | | | | | | | |
|  |  | Alphabet books, adventure stories, folktales, legends, fables, fantasy, realistic fiction,  myths, storybooks, and fairy tales. | | | | | | | | | | | | | |
|  |  | *Dramas (Acting Out with Dialogue)* | | | | | | | | | | | | | |
|  |  | Includes staged dialogue and brief familiar scenes | | | | | | | | | | | | | |
|  |  | *Poetry(Themed Poems, Rhyming Books)* |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | nursery rhymes, narrative poems, limerick, and free verse poem | | | | | | | | | | | | | |
|  | ***Informational Text*** is reading to be informed.  *(Grade 1 – Real to Life Text – animals & plants,*  *friends, weather,vehicles, communities, careers, food and health, etc...).* | | | | | | | | | | | | | | |
|  |  | *Literary Nonfiction and Historical, Scientific, and Technical Texts* | | | | | | | | | | | | | |
|  |  | Includes biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. | | | | | | | | | | | | | |
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**D**epth **O**f **K**nowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. Each CCS standard is assigned a “depth(s) of knowledge” that the student needs to bring to the item/task that has been identified on a Cognitive Rigor Matrix from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels.[**www.smarterbalanced.org**](http://www.smarterbalanced.org)

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| **WEBB’s Depths Of Knowledge (DOKs)** | | | | | |
| 1. **Recall and Reproduction** | | 1. **Skills and Concepts** | 1. **Short-Term Strategic Thinking** | | 1. **Extended Thinking** | |
| **Bloom’s Taxonomy** | | | | | | |
| **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Evaluation** | **Synthesis** | |

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| ***A Standard is a Depth of Knowledge #1 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #2 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #3 when students are being asked to…*** | ***A Standard is a Depth of Knowledge #4 when students are being asked to…*** |
|  | | | |
| …students are being asked to remember previously learned material by recalling facts, terms, concepts or answers. | … solve problems for new situations by applying learned knowledge, facts or rules in a different way | …examine and break apart information into parts by looking at motives, causes and relationships.  …present and defend an opinion or make a judgment based on a set of criteria | …put information together in a different way by combining elements in a new pattern or proposing a different solution by examining within and across texts (two or more texts). |

**D**epth **O**f **K**nowledge

A standard’s assigned Depth of Knowledge indicates the level of cognition students need to master a task. When a standard has two DOKs, part of the standard is indicating a lower cognitive demand and part a higher cognitive demand. This understanding assists with instructional differentiation, although the highest (often called ceiling) DOK level of a standard is *always* the instructional goal. . A DOK level 4 is comparing two or more texts or analyzing ideas within a longer text. Note: Grades K – 2 do not have an assigned Depth of Knowledge for summative assessments (SBAC/PARCC). The DOK’s listed below were taken from Karin Hess’s Reading DOK Descriptors: <http://www.nciea.org/publications/DOKreading_KH08.pdf>

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| **Grade 1: Literary Text (RL) and DOKs** | | | | | | | | | | | | **Informational Text (RI) and DOKs** | | | | | | | | | |
| Standard | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Grade 1 | 1 | 2 | 2 | 1 | 2,3 | 2 | 2 | N/A | 3,4 | N/A |  | 1 | 1,2 | 2,3 | 2 | 2 | 2 | 1,2 | 3 | 4 | N/A |

*Notes: Anchor Standard 1 in reading (and each grade specific version of this standard) underlies Reading Standards 2-9. Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific assessment target*.

**Overarching standards (taught throughout the year)**

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| --- | --- |
| **RL.1. 1** | * Ask and answer questions about key details in a text. |
| **RL.1. 10** | * With prompting and support, read prose and poetry of appropriate complexity for grade 1. |
| **RI. 1.1** | * Ask and answer questions about key details in a text. |
| **RI. 1.4** | * Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |
| **RI. 1.10** | * With prompting and support, read informational texts appropriately complex for grade 1. |
| **RF.1. 1** | * Demonstrate understanding of the organization and basic features of print. |
| **RF .1.3** | * Know and apply grade-level phonics and word analysis skills in decoding words. |
| **RF .1.4** | * Read with sufficient accuracy and fluency to support comprehension. |
| **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. |
| **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. |
| **L.1.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **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. |

**Note:** \* Indicates that the CCSS is Increasing in complexity year to year.

**Introduction and Overview Quarter One**

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| ***Grade 1:* Quarter One** | | |
| During the first quarter of first grade, students ask and answer questions about key details in the text (RI.1.1, RL.1.1) setting a foundation for using text to tell more specifically who, what, when, where, why and how in grade 2. | | |
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|
| Students apply grade 1 reading standards to literature and informational text by demonstrating an understanding of text through asking and answering questions (RL.1.1, RI1.1,), retelling stories and determining a central message, (1.RL.2, 1.RI.2). Students describe characters, settings and events in literary text while showing connections between events and ideas in informational text (RL.1.3, RI.1.3). | | |
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|
| Students link reading to writing when they write opinion pieces on a topic with supporting key details. Students link opinions and reasons using conjunctions (and, but, or, so, because, W.1.1). Grade one students write not only an opinion piece but also an explanatory piece using facts and information (W.1.2).  First grade students learn to use language and grammar more appropriately in speech and writing. In the first quarter they focus on singular and plural nouns with matching verbs, commas in dates and in a series, adjectives to compare and contrast, past, present and future verb tenses as well as conjunctions to link opinion to reason (L.1.1.c, L.1.2.b, W.1.1.f, L.1.1.g, and L.1.1.e).  **ELP**: Each Unit of Study has a focused skill and strategy aligned to the CCS Reading Standard. The ELP Function and Forms supports the instruction of the **reading skill** necessary for students to have access to a standard’s instructional level. Throughout the Units of Study references of “***supports ELP Target***,” is referring to the ELP aligned Function and Forms of that standard’s skill.  However, by each individual standard within a Unit of Study there is also, an **ELP** + **Standard Number** that corresponds with that specific ***CCS Standard’s ELP Correlation*** in ELA (reading, writing, listening-speaking and language) based on the new Oregon ELP Standards. These correlations serve as a reference tool and guide on how to best support ELLs’ access to each standard that is referenced. At the end of this pacing guide are the specific expectations for each ELP Standard.  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated **“units of study.”** The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. | | |

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| **Grade One ELA Standards Matrix**  Use the grade one ELA Standards Matrix to identify a CCSS for an ELA Standard and its corresponding ELP Standard. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level. | | | | | | | |
| **ELP Standards** | | | **Corresponding CCSS for ELA Standards** | | | | |
| **RL** | **RI** | **W** | **SL** | **L** |
| **1** | construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | | **1, 2, 3, 7** | **1, 2, 3, 7** |  | **2** |  |
| **2** | participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | |  |  | **6** | **1** |  |
| **3** | speak and write about grade-appropriate complex literary and  informational texts and topics | |  |  | **2,3** | **4,5** |  |
| **4** | construct grade-appropriate oral and written claims and support them with reasoning and evidence | |  |  | **1** | **6** |  |
| **5** | conduct research and evaluate and communicate findings to answer  questions or solve problems | |  |  | **7,8** | **4,5** |  |
| **6** | analyze and critique the arguments of others orally and in writing | |  | **8** | **1** | **3** |  |
| **7** | adapt language choices to purpose, task, and audience when speaking and writing | |  |  | **5** | **6** | **6** |
| **8** | determine the meaning of words and phrases in oral presentations and literary and informational text | | **4** | **4** |  |  | **4,5** |
| **9** | create clear and coherent grade-appropriate speech and text | |  |  | **2,3** | **4** |  |
| **10** | make accurate use of standard English to communicate in grade appropriate speech and writing | |  |  |  |  | **1** |
| **Legends for Domains (***Claims – Reading – Writing – Speaking/Listening – Language***)** | | | | | | | |
| **RL** Reading for Literature  **RI** Reading for Informational Text  **W** Writing | | **SL** Speaking and Listening  **L** Language | | | | | |

**Pacing Guide by Quarter**

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| **Gr. 1** | **Quarter 1** | | ***Literary Overview:*** Literary text in the first quarter targets key ideas and details. Although first graders do not have actual CCSS standards for the writing process (plan, revise, edit) they are included in this guide at a minimal level for the purpose only of students beginning to understand that writing is a process. Students write an opinion piece as they learn to note and retell details, understand main idea and describe the basic elements of a story (characters, setting and events).  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1-Literary Text** | | | | **Unit of Study #2- Literary Text** | | **Unit of Study #3- Literary Text** | |
| **Overview**: Students in grade one learn to note details (find) in text and how to self-question by teacher modeling think alouds about those details. Connecting to writing, the detail questions focus around a character’s opinion giving a reason supported by details and linking words (**ELP target**). | | | | **Overview**: Students in grade one retell (**ELP target**) stories using details that suggest the main message or idea and how this connects to a character’s or their own opinion. They start planning an opinion piece by stating a topic and then an opinion about the topic, revising simple sentences with linking words. | | **Overview**: Students describe characters, setting and events by noting details (**ELP target**). They complete their opinion piece with some type of closure and “edit” details, with help from peers. Singular and plural nouns are used with appropriate verbs (**ELP Target**). | |
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| **Reading Skill:** | | Noting Details | | **Reading Skill:** | Main Idea and Details | **Reading Skill:** | Noting Details |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Evaluate | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Informational Questions (verb phrases)  Prediction | | **E.L.P. Target Function:** | Retell/Relate Past Events(verb phrases) | **E.L.P. Target Function:** | Describing people, places, things |
| E.L.P. Target Forms: | | Questioning: did, are, will, I, am, Is, can, (use in verb phrases)  Prediction  will, might, shall, is, going to | | E.L.P. Target Forms: | Retell: past and present verb tenses, was/ were, ---ing, yesterday/last,---ed, first, last, finally, has/have/been, ing, since/for | E.L.P. Target Forms: | Describe: pronouns + is/are, and,  have/has, adjectives and nouns + is/are/were, have/has/had |
|
| **I Read** to ask and answer **questions** about what I read. | | | | **I Read** to retell **details** that help me determine a main idea. | | **I Read** to describe story elements using **details**. | |
| * **RL.1.1 – ELP-1** Ask and answer questions about **key details** in a text (supports ELP Target). | | | | * **RL.1.2 – ELP-1** Retell stories, including **key details**, and demonstrate understanding of their central message or lesson (supports ELP Target). | | * **RL.1.3 - ELP-1** Describe characters, settings, and major events in a story, using **key details** (supports ELP Target). | |
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|
| **I Write**/**Speak** using words that link **opinion** and **reason**. | | | | **I Plan** to write an opinion piece by stating my **topic**. | | **I Edit** my opinion piece with an ending **idea** or **thought** and share my writing. | |
| * **W.1.1- ELP-4** (part)….state an opinion and supply a **reason** for the opinion… (connect to character opinion from the reading text). Student response in journal. | | | | * + **W.1.1 – ELP-4 Write** opinion pieces in which they introduce the topic or name the book they are writing about and then state an opinion and supply a **reason** for the opinion. | | * + **W.1.1** - **ELP – 10** (part) ….providing a sense of **closure**.   **W.1.5 – ELP-7**  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. | |
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|
| **I Write** using words to connect **opinion** and **reasons.** | | | |
| * + **L.1.1.g – ELP-10** Use frequently occurring **conjunctions** (e.g., *and, but, or, so, because*) - (use to connect opinion and reasons in writing). | | | | **I Revise** my opinion piece to have **linking** **words**. | | **I Speak** and **Write** using correct **forms** of **speech**. | |
| **L.1.1.g – ELP-10**  Use frequently occurring **conjunctions** (e.g., *and, but, or, so, because*) - (use to connect opinion and reasons in writing) and **L.1.1.e – ELP-10** Use **verbs** to convey a sense of past, **present**… (ELP Target). | | * + **L.1.1.c – ELP-10** Use **singular** and **plural** **nouns** with matching **verbs** in basic sentences (e.g., He hops; We hop). (ELP Target) **L.1.2.b (NO ELP STANDARD)** Use end **punctuation** for sentences. | |
|
| **I Speak** and **Write** using appropriate **verb** **phrases.** | | | |
| * **L.1.1.e – ELP-10** 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).**SL.1.2 - ELP-2** ask and answer questions about **key** **details** in a text read aloud or information presented orally or through other media. | | | | * **L.1.1.j – ELP-10** Produce and expand complete **simple** and **compound declarative**, interrogative, imperative, and exclamatory sentences in response to prompts. | |
| **I Speak** to describe story parts using **correct** **nouns** and **verbs**. | |
| * **SL.1.4. – ELP-4** Describe **people**, **places**, **things**, and **events** with relevant details, expressing ideas and feelings clearly. (ELP Target) | |

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

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| **Gr. 1** | **Quarter 1** | | ***Informational Overview***: Students in grade 1 read and discuss informational text for the purpose of learning to note and question details, identify main ideas through details and compare and contrast text elements (events, individuals and ideas). They write an explanatory piece modeling after the structure of an informational text (introduction, event and closure). First grade students are constantly discussing their writing using appropriate language syntax. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Grade one students continue to note details as they ask questions about what they are reading in informational texts (**ELP Target**). Students respond in a journal with a statement or interrogatory sentence about a topic. | | | | **Overview**: Grade one students read informational text and identify or retell key facts or main ideas (**ELP Target**). As they plan to write, they evaluate which facts are important and list key ideas for their explanatory writing piece. They write two or three sentences revising verb tense, punctuation and commas. | | **Overview**: Students in grade one learn to compare and contrast events, ideas and individuals using target language of comparing and contrasting in discussion and writing (**ELP Target**). They edit an explanatory piece with a sense of closure, they share their writing in repeated discussions. | |
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|
| **Reading Skill:** | | Noting Details | | **Reading Skill:** | Main Idea and Details | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Questioning | | **Reading Strategy:** | Evaluate | **Reading Strategy:** | Question |
| **E.L.P. Target Function:** | | Informational Questions (verb phrases)  Prediction | | **E.L.P. Target Function:** | Retell/Relate Past Events(verb phrases) | **E.L.P. Target Function:** | Comparing/Contrasting |
| E.L.P. Target Forms: | | Questioning: did, are, will, I, am, Is, can, (use in verb phrases)  Prediction  will, might, shall, is, going to | | E.L.P. Target Forms: | Retell: past and present verb tenses, was/ were, ---ing, yesterday/last,---ed, first, last, finally, has/have/been, ing, since/for | E.L.P. Target Forms: | Compare and Contrast: like, in the same way, similar, different than, yet, but, even though… (er, est..) |
|
| **I Read** informational text to answer questions using **key** **details** as evidence. | | | | **I Read** to find the **main** **idea** within specific paragraphs of a text using key details as evidence. | | **I Read** to describe how events are the same and different. | |
| * **RL.1.1 – ELP-1** Ask and answer questions about **key details** in a text (supports ELP Target). | | | | * **RI.1.2 - ELP-1** Identify the **main topic** and retell **key** **details** of a text (supports ELP Target). | | * **RI.1.3 – ELP -1 Describe** the **connections** between **two** **individuals**, **events**, **ideas**, or pieces of **information** in a text (supports ELP Target). | |
|
| **I Write** and **Speak** in **complete** **sentences** about a **specific topic**. | | | | **I Plan** to write an explanatory piece by listing **main** **ideas** and **facts**. | | **I Edit** my **explanatory piece** with a “sense of closure.” | |
| * **W.1.2 – ELP-9** (part) Write informative/explanatory texts in which they name a topic…. (write a statement **sentence** or a question about an informational text – reflecting on a **specific topic**, journal response),(**L. 1.1.j – ELP-10**). | | | | * **W.1.2 – ELP-9** (part)… supply some **facts** about the topic (students begin planning their own explanatory/information writing piece by graphing a list of **facts**). | | * + **W.1.2 – ELP-9** (part)….provide a **sense** of **closure**. | |
|
| **I Write** using **nouns** and **verbs** to describe a topic. | | | |
| * + **L.1.1c – ELP-10** Use **singular** and **plural** **nouns** with matching **verbs** in basic sentences (e.g., He hops; We hop) – (ELP Target) | | | | **I Revise** my writing to relay **important facts** about the topic. I use **commas** as needed. I use **inflectional** **forms** correctly. | | **I Write** using **adjectives** to compare and contrast events, ideas or information. | |
| * **W.1.2 – ELP-9** *students have written an introductory sentence and 2 or more sentences about* ***important facts*** *about the topic.* * **L.1.2.b – no ELP** Use **commas** in dates and to separate single words in a series (use commas to emphasize facts). | | **W.1.1.f - ELP-10** Use frequently occurring **adjectives** (for the purpose of comparing and contrasting – ELP Function). | |
|
| **I Speak** to ask **questions** about a topic. | | | | **I Speak** by sharing and **responding** about my writing topic. | |
| **SL.1.1c – ELP-2** Ask **questions** to clear up any confusion about the **topics** and texts under discussion (supports ELP target). | | | | * + **L.1.4.b - ELP- 8** Identify frequently occurring **root words** (e.g., *look*) and their **inflectional** **forms** (e.g., *looks, looked, looking*), (supports ELP Target). | | **SL.1.1.b – ELP-2 Build** on others’ talk in conversations by **responding** to the comments of others through multiple exchanges. | |
|

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

**First Quarter Focus Standards**

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| **GR 1** | **Quarter 1** | * Bold red underlined text, within the standards, indicates topics students need to be able to use in order to achieve goals and objectives. | |
| **Goals & Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can. . .**   * **answer** and **ask questions** about the key details in the text (RL.1.1) and when I am speaking (SL.1.2). * use **words** to state and write/respond about an opinion (W.1.1). * use **words** to state and tell reasons (W.11). * use **conjunctions** to connect opinion to reason (and, but, or, so, because ) – (L.1.1.g). * speak and write using **verbs** correctly (when I ask and answer questions) to convey a sense of past, present and future (L.1.1.e). | | **I can. . .**   * retell stories with **key** **details** (RL.1.2). * tell the main idea or message of a **story** (RL.1.2). * introduce my topic of an opinion piece in **writing** (W.1.1). * use **conjunctions** in writing to explain the reason for the opinion (L.1.1.g) and correct **verb tenses** (L.1.1.3). * revise my writing piece by using **simple** and **compound** (declarative, interrogative, imperative and exclamatory) **sentences** as needed (L.1.1.j). | **I can. . .**   * use **key** **details** to **describe** **characters**, **settings** and major **events** in a story (RL.1.3). * **share** my opinion piece with friends and adults and **respond** to questions and suggestions (W.1.5). * **add** **details** to my writing to make it stronger (W.1.5). * finish my writing piece with an **ending** **statement** (W.1.1). * use **correct** **nouns** (singular and plural) with matching **verbs** in my speech and writing (L.1.1.c) – (ELP Target). * use end **punctuation** marks correctly in my writing (L.1.2.b). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4 - Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5 - Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6 - Informational Text** |
| **I can** | **I can** | **I can** |
| * **answer** and **ask questions** about the key details in informational text (RI.1.1) and when I am speaking (SL.1.2). | * determine the **main topic** (RI.1.2). | * describe how two or more **events**, **individuals** or **ideas** are connected(RI.1.3). |
| * write about a real event by stating an introductory sentence about a topic(W.1.2). | * **retell** **key details** about the topic (RI.1.2). | * use the language of comparing and contrast (**adjectives**) in my explanatory writing piece (W.1.1.f). |
| * write using **singular** and **plural nouns** with matching **verbs** in my sentences (L.1.1.c – ELP Target). | * write an introductory **sentence** and list **facts** about the topic in my writing piece(1.W.2). | * **discuss** my writing piece with others and listen to suggestions (SL.1.1.b). * end my writing piece with a **closing sentence** (W.1.2). |
| * ask **questions** to clarify about the topic (SL.1.1c). | * use **commas** in dates or to separate single words in a series (L.1.2.b – apply to a list of facts about the topic). |  |
|  | * Use correct inflectional **forms** of **verbs** (ELP Target – L.1.4.b). |  |

**Introduction and Overview Quarter Two**

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| **Grade 1: Quarter Two** |
| During the second quarter of first grade, students learn that books can tell stories or give information in a variety of text types (RL.1.5). Within this context they begin to classify and compare and contrast text structures. Text structures provide important writing models. |
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| Students apply grade one reading standards to literature in the second quarter by reading and writing fictional narratives using the beginning, middle and ending structure as a path to retell event sequence. Students learn how illustrations and text describe characters, setting, events and topics in specific ways and generate these specificities in their own writing pieces (RL.1.7, RI.1.7).  They demonstrate an understanding of informational text in part by recognizing and using text features to locate facts ( table of contents, glossaries, icons, drop-down menus, etc…),(RI.1.5) about a specific topic. Students apply real-life connections to text feature “words” as well as topic specific words (science, social studies, etc…) in informational writing pieces (RI.1.4). |
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| In both literary and informational texts first grade students integrate other forms of visual media (on-line text, art, illustrations, etc...) into their writing with the help and support of adults (W.1.8). Students “publish” both a narrative and an informational writing piece by presenting and sharing (W.1.2, W.1.3, SL.1.2, 4, 6).  First grade students learn to use language and vocabulary as they read, write and speak in more sophisticated forms of proficiency. During the second quarter of first grade they use temporal words and prepositional phrases of time to signal event sequence and change (W.1.3, L.1.1.i). Verbs in present, past and future tense also convey a sense of time. Students use descriptive adjectives in simple and compound sentences with attention paid to capitals and end marks (L.1.1.j, L.1.2.a, b).  **IMPORTANT NOTE**:  The standards for each quarter are presented as integrated “**units of study**.” The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |
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| **Gr. 1** | **Quarter 2** | | ***Literary Overview:*** Literary text in the second quarter of first grade is a study of fictional narrative structure and its contrast to text that informs. Writing follows the narrative text structure of beginning, middle and ending. Temporal words are used to indicate two or more event sequences. Students understand that illustrations and text details describe and support a main idea. Students plan and revise their work to include descriptive adjectives, prepositional phrases and verb tenses that indicate a sense of time. They edit their writing piece to provide a sense of closure using correct punctuation and end marks. Oral language focuses on multiple conversations to share their work. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Literature** | |
| **Unit of Study #1-Literary Text** | | | | **Unit of Study #2- Literary Text** | | **Unit of Study #3- Literary Text** | |
| **Overview**: Students describe and compare and contrast differences in books that tell stories and inform (**ELP Target**). They read and study narrative book structure to prepare to write their own fictional narratives. The teacher models classifying, event sequence, verb tense and temporal words to show event changes. | | | | **Overview**: Students understand and clarify by comparing and contrasting how illustrations and details describe story elements to support a main idea (**ELP Target**). Students plan and revise a narrative piece using the class story as a model for narrative sequence, temporal words and verb tense. Students revise using descriptive language. | | **Overview**: Students identify the narrator in fictional narrative text. They draw conclusions and infer who is speaking (**ELP Target**). Students edit sentences for capitalization and end marks and provide closure to their writing piece. They share using descriptive language. | |
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| **Reading Skill:** | | Structure/Text Organization | | **Reading Skill:** | Topic, Main Idea, Details | **Reading Skill:** | Drawing Conclusions |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Monitor/Clarify | **Reading Strategy:** | Predict/Infer (conclusions) |
| **E.L.P. Target Function:** | | Comparing and Contrasting with Description | | **E.L.P. Target Function:** | Description | **E.L.P. Target Function:** | Conclusions |
| E.L.P. Target Forms: | | Description  is, a, can, has, are, and, in, but, is not, because, frequently  Compare/Contrast  When, is like, was/were, he/she, both, is, about | | E.L.P. Target Forms: | Description  is, a, can, has, are, and, in, but, is not, because , frequently  Compare/Contrast  when, is like, was/were, he/she + present verb, both, is, about | E.L.P. Target Forms: | Drawing Conclusions  although, because, that, verbs,-ed, was - then, was, were, had, have been, and with idiomatic phrases, bigger than a \_ |
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| **I Read** and explain differences between **fiction** and **noun**-**fiction text** structures and clarify the differences. | | | | **I Read** to understand how **illustrations** and **details** in a story to describe **text elements**. | | **I Read** to **identify**, **infer** and **conclude** who is telling different **parts** of a **story**. | |
| * **RL.1.5 – No ELP** Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types*. Introduce the narrative beginning, middle and ending* ***structure****.* **L.1.5a** Sort words *(use book types to classify, compare and contrast in journals)* into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent (supports ELP Standard). | | | | * **RL.1.7 – ELP-1** Use **illustrations** and **details** in a story to **describe** its characters, setting, or events. * **L.1.1f – ELP-10** Use frequently occurring **adjectives** *(to describe illustrations and details)*, (supports ELP standard). | | * **RL.1.6 – No ELP** **Identify** (**conclude**) who is telling the story at **various points** in a text. *Students can mimic character voices, use inferring strategies to support their conclusions* (Supports ELP standard). | |
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| **I Write** about 2 or more **events** following a **narrative structure**. | | | | **I Plan** to write about two or more **events** using **pictures** and **words** to describe **characters**, **setting** and **events** in sequential order. | | **I Edit** my narrative with a sense of **closure** and **conclusion** in **complete sentences** with **capitals** and **end marks**. | |
| * **W.1.3 – ELP-3** Write narratives in which they recount two or more appropriately sequenced events (part.…)*Co-construct a class narrative to model when events occur (beg., mid., end.).* | | | | * + **W.1.3 – ELP-3** *Students* ***plan*** *to write their own narratives using a narrative structure.* **W.1.8 – ELP-8** With guidance and support from adults, recall information from experiences or **gather information** from provided sources to answer a question *(books, other visual media).*   + **SL.1.1b - ELP-2** Build on others talk in conversations by responding to the comments of others through multiple exchanges. | | Students **edit** their writing **W.1.3 – ELP-3** (part…) and provide some sense of closure (supports ELP standard).  **L.1.1.j – ELP-10** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory **sentences** in response to prompts.  **L.1.2a – No ELP Capitalize** dates and names of people.  **L.1.2b** - **No ELP** Use **end punctuation** for sentences. | |
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| **I Write** about **details** to 2 or more **events** using descriptive details (ELP standard). I use **prepositional phrases** of **time** to signal event sequence. | | | |
| * + **W.1.3 – ELP-3** (part.…)include details regarding what happened, ***use temporal words to signal event order***, and provide some sense of closure *(model).***L.1.1.i - ELP-10** Use frequently occurring prepositions (e.g., during, beyond, toward). | | | | **I Revise** my writing using **temporal words** to signify event **sequence** and **verbs** to convey a sense of time. | | **I Speak** using **descriptive words** when I share my writing. | |
| Students **revise** their writing. (part.…)  **W.1.3 – ELP-3 Use *temporal words*** *to* ***signal event order***.  **L.1.1e – ELP-10** 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). | | * + **SL.1.4 - ELP-3** Describe **people**, **places**, **things**, and **events** with relevant details, expressing ideas and feelings clearly. | |
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* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

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| **Gr. 1** | **Quarter 2** | | ***Informational Overview****:* In the second quarter of first grade students learn about Informational text and various text features (headings, contents, glossaries, menus, icons). They understand purposes of different text feature. They use text features to locate key ideas and facts about a topic. They write using a topic, fact, closure structure incorporating the use of illustrations and text to describe. Spelling is more conventional as students edit topic specific words. Students write in complete sentences and use capitals and end marks appropriately. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **ELA Reading Informational** | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| **Overview**: Students read informational text. They learn the informational writing structure *of topic, facts and closure*, as the teacher models a co-constructed class writing piece about a topic, as an article, a “How To…” or non-fiction narrative. They sort text feature “words” (i.e., icons, glossaries, etc...) by purpose (**ELP Target**). | | | | **Overview**: Students compare and contrast informational details provided by text and illustrations (**ELP Target**). They plan to write using a variety of tools to support a topic with facts. They revise spelling to be more conventional (topic specific content words). | | **Overview**: Students compare and explain how illustrations and text provide information and details about a topic (**ELP Target**). Students edit for correct use of new content words. They present a writing piece explaining details about a topic. | |
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| **Reading Skill:** | | Text Structure/Features | | **Reading Skill:** | Compare and Contrast | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Summarize (purpose of..) | | **Reading Strategy:** | Summarize | **Reading Strategy:** | Evaluate |
| **E.L.P. Target Function:** | | Description/Classification | | **E.L.P. Target Function:** | Compare and Contrast | **E.L.P. Target Function:** | Compare and Explain |
| E.L.P. Target Forms: | | Description  is, a, can, has, are, and, in, but, is not, because, frequently  Classify  goes, with, here, there   |  | | --- | |  | | | E.L.P. Target Forms: | Compare and Contrast subject/verb/adjective, but\_, er, est, conjunctions \_\_has \_\_but, so, and, yet, like | E.L.P. Target Forms: | Compare  when, is like, was/were he/she both, is, about  Explain  -ed, -ing, came-come, sang-sing -y, -ly, is, are (declarative sentences). |
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| **I Read** using informational **text features** to locate facts. I can sort **describe** and **classify** different text features. I summarize their purposes. | | | | **I Read** and use **illustrations** and **details** to describe and summarize key ideas. | | **I Read** to compare **information** provided by **illustrations** or **text**. I can compare both and evaluate why (supports ELP standard). | |
| * **RI.1.5- No ELP** Know and use **various text features** (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **L.1.5a – ELP-8** Sort words into **categories** (e.g., colors, clothing), *(use text features)* to gain a sense of the concepts the categories represent (supports ELP standard). | | | | * **RI.1.7– ELP-1** Use the **illustrations** and **details** in a text to describe its **key ideas**. (Supports ELP standard). | | * **RI.1.6 – No ELP** Distinguish between **information** provided by pictures or other **illustrations** and information provided by the words in a **text**. | |
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| **I Write** and **Read** to clarify **new words** (text feature words). | | | | **I Plan** to write to **inform**. I use **tools** to help me clarify my **topic** and supply **facts** (W.1.2). | | **I Write** and **edit** a form of **closure**. I sort **words** in their correct **category** by using facts I know. | |
| * [**RI.1.4**](http://www.corestandards.org/ELA-Literacy/RI/1/4/)**- No ELP** Ask and answer questions to help determine or clarify the **meaning** of **words** and **phrases** in a text. * **L.1.5c – ELP-8** Identify real-life connections between words and their use. | | | | * **W.1.6 – ELP-7 With** guidance and support from adults, use a variety of digital **tools** to produce and publish writing, including in collaboration with peers. (Continue to write facts about Topic W.1.2) | | * + **W.1.2- ELP-3** (part...) write an informative or explanatory piece. I write a **closing** sentence as I edit my writing.   + **L.1.5b – ELP-8** 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). | |
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| **I Write** to inform. I use a **topic**, **facts**, and **closure** structure. | | | |
| * + **W.1.2 – ELP-3** Write informative/explanatory texts in which they name a **topic**, supply **facts** about the **topic**, and provide some sense of **closure**. | | | | **I Revise** my **spelling**. I spell special **topic words** correctly. I use **key** **details** in text, to ask and answer questions. | | **I Speak** to share my “published” writing and to **answer questions** others may ask me about **key details** in my writing. I add **drawings** to clarify ideas, thoughts and feelings. | |
| * + **L.1.2d – No ELP** Use **conventional spelling** for words with common spelling patterns and for frequently occurring irregular words.   + **SL.1.2 – ELP-2** Ask and answer questions about **key details** in text read aloud or information presented orally or through other media. | | **SL.1.2 – ELP-2**  Ask and **answer** **questions** about **key details** in a text read aloud or information presented orally or through other media.  **SL.1.6 – ELP-7** Add **drawings** or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings | |
| **I Speak** to **ask** and **answer questions** about **text features**. | | | |
| **SL.1.3 – ELP-6 Ask** and **answer** **questions** about what a speaker says in order to gather additional information or clarify something that is not understood *(connect to text features).* | | | |

* Bold red underlined text, within the standards, indicates **topics** students need to understand in order to achieve assessment targets.

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| **GR 1** | **Quarter 2** | * Bold red underlined text, within the standards, indicates topics students need to be able to understand in order to achieve goals and objectives. | |
| **Goals & Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can. . .**   * **categorize** books that tell stories and books that give information (RL.1.5). * sort **words** to explain about different kinds of texts (articles, newspapers, fiction, non-fiction, etc… (L.1.5.a). * explain that narratives have a beginning, middle and ending **sequence** (W.1.3). * use **temporal** **words** and **prepositional** **phrases** of **time** to indicate event sequence and change (during, after, before), (W.1.3). | | **I can. . .**   * demonstrate how **illustrations** and **text** **words** are used to describe **characters**, **setting** and **events**. (RL.1.7). * use **illustrations** and **text** to support a **main** **idea** (RL.1.7). * **plan** to write about two or more **events** using a **narrative structure** of beginning, middle and ending (W.1.3). * **gather** **information** with help from a variety of sources about my topic (W.1.8). * **revise** using **temporal** **words** and correct **verbs** **tenses** to indicate event sequence (W.1.3). | **I can. . .**   * identify who is **telling** a **story** in various points of a text (RL.1.6). * edit my writing with a sense of **closure** (W.1.6). * edit my writing for **complete sentences** (L.1.1.j), **capitals** (L.1.2.a) and **end punctuation** (L.1.2.b). * speak using **descriptive words** when I share my writing and express my ideas clearly (SL.1.4). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4 - Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5 - Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6 - Informational Text** |
| **I can** | **I can** | **I can**   * specifically distinguish between information provided by **pictures** or **text** (RI.1.6). * compare and explain (evaluate) the **differences** (above) (RI.1.6). * **edit** facts in my writing piece by making sure my words are used in correct categories (L.1.5.b). * **edit** my writing piece by ending with a **closing sentence** (W.1.2). * share my finished writing piece by answering questions about **key details** in my text (SL.1.2). |
| * explain the purposes of **various** **text** **features**(headings, contents, glossaries, menus, icons), (RI.1.5). * sort by purpose **various** **text** **features** (RI.1.5). * ask and answer questions to **clarify** **words** about various text features (RI.1.4). * identify **real**-**life** **connections** about informational content words and words about text features (L.1.5.c). * **prepare** to **write** by naming a **topic** (from a story I’ve read), state **facts** and explain the **closing** (W.1.2.) * ask and answer **questions** to clarify information (SL.1.3). | * demonstrate an understanding of how **illustrations** and **details** are used to describe **key ideas** (RI1.7). * plan my writing piece by listing **facts** about my **topic** (W.1.2) * **plan** to write an informational piece, with adult support, using a variety of **digital tools** (W.1.6). * **revise** my writing piece using conventional spelling for specific content words about my topic (L.1.2.d). * ask and answer **questions** about key details (SL.1.3). |

**Introduction and Overview Quarter Three:**

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| ***Grade 1:* Quarter Three**  ***Reading Literature*** |
| During the third quarter of first grade for literary reading and writing, students use illustrations and details in a story or poem to describe characters, setting or events (RL.1.7). They compare and contrast characters’ adventures and experiences in different narrative texts (RL.1.9). Students recognize words in writing that appeal to the senses and analyze poems for rhyme, rhythm, alliteration and repetition (RL.1.4). Students become more adapt at integrating words they’ve learned into their own narrative writing.  First grade students practice writing sentences using correct upper and lower case letters (L.1.1.a). They are aware that grammar “rules” clarify meaning in their own writing. Students use pronouns, nouns and articles correctly in written sentences. As they write a narrative (story or poem) they sequence events (W.1.3) using temporal words to signal event order. With support they add descriptive details (W.1.5) and use verbs or adjectives that are distinct in shades of meaning (L.1.5.d). Students participate in conversations, discussions and shared responses about their writing and other grade 1 topics (SL.1.1, SL.1.4).  ***Reading Informational Text***  During the third quarter of first grade for informational reading and writing, students read a variety of “how-to” books to learn and share facts about a specific topic or theme. Topic specific vocabulary is defined and used in student writing (W.1.2, W.1.7). Students can classify vocabulary words by similarities and differences (RL.1.4).  They use inflectional endings s, ed and ing in simple sentences (L.1.4.c) and spell unknown words phonetically (L.1.2.e). Students read two texts on the same topic and identify similarities and differences (facts, definitions, etc..) and are able to generalize information about the topic (RI.1.9).  Students write a research paper, draw a poster or share a project (may include a “how-to” project). They are able to support facts about their writing using evidence support (RI.1.8). They state cause and effect in their writing. Students plan by organizing facts as a sequence of events (W.1.7, W.1.2). They are able to answer questions about their information using resources they’ve read (W.1.8). Students end their research writing piece with an ending statement or conclusion. They practice summarizing in order to write a conclusion or generalization about their writing (W.1.2). Students share their writing and are able to respond to comments with clarity and facts (SL.1.1.b).  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated **“units of study.”** The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |

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| **Gr. 1** | **Quarter 3**  Reading Literature | | ***Informational Overview****:* The third quarter of first grade, students prepare to write a narrative story or poem. They read a variety of poetry and stories in order to experience and understand the importance of descriptive words and phrases in writing. They recognize that language “rules” help clarify meaning. Students understand the purpose of illustrations, words and phrases in text. They are able to compare and contrast two or more stories, analyzing how characters experiences are the same and different. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| Students discuss a variety of words in songs and poems that appeal to the sense. They recognize rhyme, rhythm, alliteration and repetition in poetry. They use words and phrases to add detail and interest to their sentences. Students define word meaning using text as clues (**ELP Target**). They begin to recognize language rules as part of writing. | | | | Students distinguish between author and illustrator, using illustrations and text details (word and phrases) in stories and poems to describe characters, settings and events (**ELP Target** – Describe). They plan a narrative by organizing event sequence using temporal words (**ELP Target** – Sequence). Students use articles and pronouns correctly as they revise their writing. | | Students compare and contrast the adventures and experiences of characters in different stories (**ELP Target** – Compare). They explain why the characters’ experiences are the same or different (**ELP Target** – Cause and Effect). Students edit their writing using a cause and effect conclusion sentence or statement. They participate in shared discussions or responses comparing and contrasting stories, art or poetry. | |
| **Reading Skill:** | | Categorize/Classify (words) | | **Reading Skill:** | Sequencing (events) | **Reading Skill:** | Cause and Effect |
| **Reading Strategy:** | | Summarizing | | **Reading Strategy:** | Summarizing | **Reading Strategy:** | Monitor/Clarify |
| **E.L.P. Target Function:** | | Define | | **E.L.P. Target Function:** | Describe  Sequence | **E.L.P. Target Function:** | Cause and Effect  Compare and Contrast |
| E.L.P. Target Forms: | | Define: is, a, are, tells, shows that, describes, explains, has, example of | | E.L.P. Target Forms: | Describe: is, a, can, has, are, and, in, but, is not, because , frequently  Sequence: first, second, next (placement words) | E.L.P. Target Forms: | Compare and Contrast: has, is ,are ,than, (er-est),and, both, but, similar, different  Cause and Effect:  past tense verbs, conditional if\_\_then\_\_, had/hadn't, would' wouldn't have |
| **I Read** **stories** and **poems**. I can **classify** **words** that appeal to **senses**. I recognize **rhyme**, **rhythm**, **alliteration** and **repetition**. | | | | **I Read** a **story** or **poem** and use **illustrations** or **text** to **describe** **characters**, **setting** and **events**. | | **I Read** **compare** and **contrast** **characters’** **experiences** in different stories. I use **cause** and **effect** to explain the outcome of events. | |
| * **RL.1.4 – No. ELP** Identify **words** and **phrases** in **stories** or **poems** that suggest feelings or appeal to the **senses**. * ***Analyze******poetry*** *related to a topic for* ***rhyme****,* ***rhythm****,* ***alliteration*** *and* ***repetition****. Focus on defining word meaning within the context of a text (supports ELP Target).* | | | | * **RL.1.7 – ELP-1** Use **illustrations** and **details** in a **story** to describe its **characters**, **setting**, or **events**. * *Select a story or poem that can be connected to characters from other stories in Unit 3 (RL.1.9). Emphasize event sequence (supports ELP Targets).* * *Ask: How can the illustrations help describe the character (setting or events)? What does an illustrator do? What does an author do?* | | * **RL.1.9 – No ELP** Compare and **contrast** the **adventures** and **experiences** of characters in stories. * *Compare stories or poems from Unit 2 to new text in Unit 3. Students can compare an original fairy tale to a rewritten version. Ask: How are the experiences of characters the same or different? Move to a* ***higher******level*** *and ask:* ***Why*** *are their experiences the same or different (this brings in* ***cause*** *and* ***effect****).* | |
| **I Explore** how an **author** **sequences** **events** in a narrative story or poem. | | | | **I Plan** to write a **narrative** story or poem. I choose **words** that add **detail** and interest to my writing. I use **temporal** **words** to signal event **order**. | | **I Edit** my narrative writing (story or poem) piece. I add a concluding **sentence** using a **cause** and **effect** statement. | |
| * **W.1.3 – ELP-3** Write narratives in which they recount two or more appropriately **sequenced** **events**… * ***Model******sequence*** *as part of the story structure (beginning, middle and ending) on a graphic organizer. Create a T-Graph of proper and possessive nouns, (supports ELP Target).* * **L.1.1b – ELP-10** Use common, **proper**, and **possessive** **nouns**. | | | | **W.1.3- ELP-3** …includes some **details** regarding what happened, use **temporal** **words** to **signal** event **order**… (using a graphic organizer).   * + ***Temporal******words*** *for* ***event******order****, examples: first, next, last, then, finally, etc...(supports ELP target – sequence).* | | **W.1.3- ELP-3** … and provide some sense of **closure**.  *Support students to use the practiced conjunction signal –* ***because*** *– to include* ***why*** *an* ***event******happened*** *why their story ended as it did, as a summary statement, supporting* ***cause*** *and* ***effect****.* | |
| **I Write** **sentences** with **verbs** and **adjectives** that have **shades** of **meaning** to add **details** and interest to my sentences. | | | | **I Revise** my narrative writing using **articles** (**a**, **an**) correctly. I use **pronouns** correctly. | | **I Speak** in class **discussions** or shared **responses** **comparing** **two** or **more** poems, work of art, song or story. | |
| * **W.1.5- ELP-7** 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. * *Model how authors use* ***details*** *to strengthen writing, especially* ***words*** *and* ***phrases*** *that have* ***shades*** *of* ***meaning*** *(verbs and adjectives).***L.1.1a** Print all upper- and lowercase letters *(correctly in sentences).* | | | | * + **L.1.1h – ELP-10** Use determiners (e.g., **articles**, demonstratives).   + **L.1.1d – ELP-10** Use personal, possessive, and indefinite **pronouns** (e.g., I, me, my; they, them, their, anyone, everything).   + *Model using pronouns and articles as a mini-lesson. Support students to include these parts of speech in their narrative writing pieces.* | | * **SL.1.1- ELP-2** Participate in collaborative conversations with diverse partners about *grade 1* ***topics*** *and* ***texts*** with peers and adults in small and larger groups.   *Students practice* ***compare****/****contrast*** *and* ***cause****/****effect*** *language in class* ***discussions*** *and shared* ***responses****.* | |
| **I Write** using a variety of **verbs** and **adjectives**. | | | | **I Write** using the words **and**, **or**, **but** and **because** in my sentences. | | **I Speak** as I share my narrative writing piece. I use descriptive words. | |
| * + **L.1.5d – ELP-7**  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 | | | | * **L.1.6 – ELP-7**  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**). | | * **SL.1.4 – ELP-3** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | |

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| **Gr. 1** | **Quarter 3**  Reading Informational | | ***Informational Overview:*** Students read two or more informational texts about a specific topic. They identify similarities and differences between illustrations, descriptions or procedures. They are able to generalize how the texts are the same. Students draw conclusions about an author’s purpose in writing a text. They are able to recognize and explain cause and effect in informational text. They can classify words into categories of meaning or structure. Students research a topic and produce evidence of their research. ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Students define words about a specific theme or topic. They classify words by similarities and differences (**ELP Target**). They learn facts about a topic or theme reading a number of “how-to” books. Students recognize how an author introduces a topic. Teachers model using inflectional endings correctly in simple sentences. | | | | First graders are able to support cause and effect by text evidence and reasons. They draw conclusions using text evidence (**ELP-Targets**). They plan their writing gathering facts about a topic and sequencing those facts as instructional (or in event order). They use sources to answer questions about a topic with support from adults in order to revise. | | Being able to identify similarities and differences in two texts is a higher level thinking skill (**ELP Target** – Compare and Contrast). First graders compare and contrast two texts on the same topic and can list how they are the same or different. They can form generalizations (**ELP Target**) about a topic as is evident as they edit a concluding sentence from a researched topic. | |
| **Reading Skill:** | | Categorize/Classify | | **Reading Skill:** | Cause and Effect | **Reading Skill:** | Generalizations (classifying) |
| **Reading Strategy:** | | Summarize | | **Reading Strategy:** | Predict/Infer | **Reading Strategy:** | Summarizing |
| **E.L.P. Target Function:** | | Define | | **E.L.P. Target Function:** | Drawing Conclusions | **E.L.P. Target Function:** | Compare and Contrast |
| E.L.P. Target Forms: | | Define: a, are, tells, shows that, describes, explains, has, example of | | E.L.P. Target Forms: | Drawing Conclusions:  although, because, that, with past tense verbs: -ed, was – then, was, were, had  Cause and Effect: past tense verbs, conditional if\_\_then\_\_, had/hadn't, would' wouldn't have | E.L.P. Target Forms: | Compare and Contrast: has, is ,are ,than, (er-est),and, both, but, similar, different  Generalizing: always, must, never, everyone, is, best, worst, can’t, nothing, nobody, is not (exaggeration) |
| **I Read** and **determine** **word** **meaning**. I can group words by **similarities** and **differences** about specific content. | | | | **I Read** and **infer** about the **cause** and **effect** of a **topic**. I can **support** my reasons **with** **evidence** from the text. I draw a **conclusion**. | | **I Read two** textson the **same** **topic**. I **compare** and **contrast** how they are the **same** and **different**. | |
| * **RI.1.4- No ELP** Ask and answer questions to help determine or clarify the **meaning** of **words** and **phrases** in a text (supports ELP Target).   **L.1.5a-ELP-8**  **Sort** **words** into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  *Students connect vocabulary words to a specific content topic or them. Classifying words by* ***similarities*** *and* ***difference****s (supports ELP Target).* | | | | * **RI.1.8 – No ELP** Identify the **reasons** an author gives to **support** **points** in a text.   + *Students identify a* ***cause*** *(i.e., tornados, storms, events) and the* ***effects*** *of a studied topic or theme. As they study cause and effect structures within informational text, they are able to locate and explain* ***supporting******points*** (supports ELP Targets).   Ask: What conclusion can you reach (use the word draw as much as possible), to explain the effect of \_\_\_? | | * **RI.1.9 – NO ELP** Identify basic **similarities** in and **differences** between **two** **texts** on the **same** **topic** (e.g., in illustrations, descriptions, or procedures) (supports ELP Target).   *Students can extend their research of a given topic or theme, comparing similarities and differences between two texts (i.e., contributions of different countries, different “how-to” directions, comparing a fiction to a non-fiction text on the same topic, etc…).* | |
| **I Explore** informational “**how**-**to**” **books** about a topic. I learn how an author **introduces** a **topic**. | | | | **I Plan** by writing **facts** about a **topic** on a graphic organizer. I can write and **organize** my facts **by sequence**. | | **I Edit** my writing with a **closing** **sentence**. My **conclusion** is **topic** **specific**. | |
| * **W.1.2 – ELP-3** Write informative/explanatory texts in which they **name** a **topic**. * **W.1.7- ELP-5** … explores a number of “**how**-**to**” **books** on a given topic… * *Students can prepare to write a “how-to” paper, poster or a shared research project.* | | | | * + **W.1.2- ELP-3** …supplies some **facts** about the **topic**.   + **W.1.7- EL5** …and use them to write a **sequence** of **instructions**. | | * **W.1.2- ELP-3** …and provide some **sense** of **closure**.   *Students learn that a* ***concluding******sentence*** *or section is a “****re-cap****” about their writing.* ***Summarizing*** *is an excellent strategy to teach drawing* ***conclusions*** *or making* ***generalizations*** *about a topic.* | |
| **I Write** words in sentences using **s**, **ed** and **ing** correctly. I **spell** words **phonetically**. | | | | **I Revise** my **research** **writing** with **help**. I answer **questions** about my writing using **provided** **sources**. | | **I Edit** my final writing. I use **upper** and **lower** **case** **letters** correctly. | |
| **L.1.2e- ELP-3** Spelluntaught words **phonetically**, drawing on phonemic awareness and spelling conventions.   * + **L.1.4c- ELP-8** Identify frequently occurring **root** **words** (e.g., look) and their inflectional forms (e.g., look**s**, looke**d**, looki**ng**). | | | | * **W.1.8- ELP-5** With **guidance** and **support** from **adults**, recall information from experiences or gather information from **provided** **sources** to answer a question. | | * + **L.1.1a-ELP-10** Print all **upper**- and **lowercase** letters *(correctly in sentences).*   *At the beginning of first grade this may have been a more prescriptive activity, but toward the middle and end of first grade students can write sentences in lower case using capitals for basic punctuation.* | |
| **I Speak** about a **topic** I have researched. I **share** what I have learned. | | | | **I Speak** and **share** with **adults** about my **research** information. | | **I Speak** to present my **shared** **research**. I **respond** to **comments** about my work with facts and clarity. | |
| **SL.1.1a-ELP-2** Follow agreed-upon rules for discussions (e.g., listening to others with care, **speaking** one at a time **about** the **topics** and **texts** under discussion). | | | | * + **SL.1.6-ELP-4** Produce **complete** **sentences** when appropriate to task and situation. | | * + **W.1.7-ELP-5** Participate in **shared research** and **writing** projects…   + **SL.1.1b-ELP-2** Build on others’ talk in conversations by **respond**ing **to** the **comments** of others through multiple exchanges. | |

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| **GR 1** | **Quarter 3** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * identify **words** or **phrases** that suggest **feelings** or appeal to the **senses** (RL.1.4). * **listen** to **poetry** and **recognize** **rhyme**, **rhythm**, **alliteration** and **repetition** (RL.1.4). * **sequence** **events** in a story or poem in **chronological** order (W.1.3). * recognize and **use** **proper** and **possessive** **nouns** in my writing (L.1.1.b). * explore with support what “**shades** **of** **meaning**” implies (L.1.5.d). * recognize in text and write sentences using **verbs** and **adjectives** to show **details** and **description** (L.1.5.d, W.1.5). | | **I can**   * **describe** **characters**, **setting** or **events** in a story **refer**ring **to** **illustrations** and **details** in the text (RL.1.7). * plan to write a narrative by **organizing** **details** in sequential **order** (graphic organizer for first, next, last),(W.1.3). * use **temporal** **words** as I write sentences about events in my narrative (first, then, next, finally, etc…), (W.1.3). * use **articles** (a, an) correctly (L.1.1.h). * use **pronouns** correctly (L.1.1.d). * use **words** and **phrases** I’ve **acquired** from text and conversations in my speaking and writing (L.1.6). | **I Can**   * **compare** and **contrast** the **adventures** of **more** **than** **one** **character** **within** the **same** **story** (RL.1.9). * complete my narrative writing with a **conclusion** that includes a **cause** and **effect** **sentence** explaining why an event happened (W.1.3, L.1.6). * speak **collaboratively** about a topic or text (SL.1.1). * **describe** **people**, **places**, **things** and **events** with detail about my **narrative** writing (SL.1.4). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * **ask** **questions** about **words** I **don’t** **know** (RI.1.4). * **answer** **questions** about **words** and **phrases** to clarify meaning (RI.1.4). * **sort** **words** into categories (L.1.5.a). * **explain** **how** to **recognize** the **topic** of a text (W.1.2). * **read** several “**how**-**to**” **books** about a topic (W.1.7). * **write** using (**s**,e**d**,i**ng**) inflectional endings correctly (L.1.4.c). * **spell** words **phonetically** (L.1.2.e). * **speak** about a **topic** following agreed upon **rules** (SL.1.1.a). | **I can**   * **identify** **facts** in informational text (RI.1.8). * **explain** **reasons** the **author** uses **to** **support** **facts** in a text (cause and effect), (RI.1.8). * **write** **facts** I learn about a topic (W.1.2). * **organize** **facts** I learn **in** **sequence** (W.1.2). * **write** a **sequence** of instruction or “**how**-**to**” paper (W.1.7). * **answer** **questions** about **facts** from **using** **resources** (W.1.8). * **write** and **speak** **complete** **sentences** about what I have read (SL.1.6). | **I can**   * **read** **two** **texts** on the **same** **topic** (RI.1.9). * **explain** **how** the **texts** on the same topic are the **same** or **different** (RI.1.). * add a **concluding** **sentence** to my research paper (essay, how-to, poster, etc…), (W.1.2). * **participate** in **shared** **research** projects (W.1.7). * **use** **capital** and **lower** case letters correctly (L.1.1.a). * **respond** to **comments** about my writing (SL.1.1.b). |

**Introduction and Overview Quarter Four:**

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| **Grade 1:Fourth Quarter**  ***Reading Literature*** |
| During the fourth quarter of first grade literary reading and writing, students read texts and chart the story elements (characters, settings and major events), (RL.1.3). They identify within a story’s structure where problems occur (beginning, middle or ending). Students recognize characters’ opinions in a text (as a prelude to opinion writing). They identify who is speaking at various points in a text (RL.1.6) and any nuances characters may use in their speech (L.1.5). When comparing and contrasting two or more texts they are able to identify similarities and differences in character elements, adventures and how characters react to problems and solutions with opinions (RL.1.9).  Students write an opinion piece about a literary text (W.1.1). They focus on the problem and solution of the text and the how characters react to them (with an opinion). As they plan their writing they state a character’s opinion (W.1.1). Students revise use past, present and future tense nouns with matching verbs (L.1.1.b) and common, proper and possessive nouns accurately (L.1.1.c). They edit their writing with a concluding sentence that states how a problem was solved and the characters’ reaction/opinion at the end of the story. They also state their own opinion as to how the story ended using conjunctions (i.e., because, and so, etc.…), (L.1.1.g).  ***Informational Text***  During the fourth quarter of first grade informational reading and writing, students describe how pieces of information within a text are connected (RI.1.3). They understand how an author introduces a topic with a title (W.1.2) and how informational texts have facts. Students usecontext clues to determine the meaning of new words and phrases about a topic (L.1.4.a). They define words within a category about a topic (L.1.5.b) Students are able to explain the kind of information learned from illustrations and from text (RI.1.6). They compare and contrast differences and similarities of illustrations, descriptions or procedures between two texts (RI.1.9).  Students gather and categorize facts about in order to write an informational piece about a topic (W.1.2). They use digital resources with support to gather facts (W.1.6) and from a variety of other sources (W.1.8). As they write they define, categorize and explain their facts (W.1.2 - L.1.5.a) they use commas in a series to separate facts (L.1.2.c) and verbs (and adjectives) that have other meanings *accurately (e.g.,* look, peek, glance, stare, glare, scowl - L.1.5.d). They edit their informational writing piece with a conclusion comparing and contrasting facts they’ve learned. They edit their spelling (L.1.2.d) and speak clearly and expressively when presenting their writing piece (SL.1.4).  **IMPORTANT NOTE:**  The standards for each quarter are presented as integrated **“units of study.”** The standards within each unit of study should be taught together. Standards were aligned within units based on cognitive and language functions (English Language Proficiencies). It is encouraged to bring in other standards as needed by content and of course the over-arching standards which are taught throughout the year. |
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| **Gr. 1** | **Quarter 4**  Reading Literature | | ***Informational Overview:*** Students prepare to write about a literary text focusing on the characters opinions, what caused the opinion, the effects and reactions of characters as well as stating their own opinions about how story problems were solved. They identify with how authors use describing words to frame character opinions as they read. They chart literary elements and recognize speakers at various points in a text. Students compare and contrast within and across texts.  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #1 - literature Text** | | | | **Unit of Study #2 – Literature Text** | | **Unit of Study #3 - Literature Text** | |
| **Overview**: Students differentiate between fantasy and reality in literature (**ELP Target – Literary Analysis**). They describe and chart literary elements using key details (**ELP Target – Describe**). They recognize how a story problem may cause a character to have a specific opinion. They prepare to write an opinion. | | | | **Overview**: Students add to a literary elements chart (unit #1). They recognize which characters are speaking in various points in a text. They are able to identify cause and effect of a character’s reaction, or opinion (based on story problem) as they plan to write (**ELP Target-Cause/Effect**). They define words that express opinion (**ELP Target - Define**). They revise singular and plural nouns in their writing. | | **Overview**: Students compare and contrast experiences of characters in stories (**ELP Target – Compare and Contrast**). They evaluate solutions to problem and reach a hypothesis (**ELP Target- Hypothesize**). They express how characters react. They edit with a concluding statement, stating their own opinion. | |
| Reading Skill: | | Fantasy/Realism | | Reading Skill: | Problem/Solution | Reading Skill: | Problem/Solution |
| Reading Strategy: | | Sequence | | Reading Strategy: | Summarize | Reading Strategy: | Evaluate |
| E.L.P. Target Function: | | Describe  Literary Analysis | | E.L.P. Target Function: | Cause and Effect  Define | E.L.P. Target Function: | Compare and Contrast  Hypothesize |
| E.L.P. Target Forms: | | Describe pronouns + is/are and, have/has, adjectives and nouns + is/are/were, have/has/had  Literary Analysis  Language of fantasy | | E.L.P. Target Forms: | Cause and Effect  past tense verbs, conditional if\_\_then\_\_, had/hadn't, would' wouldn't have  Define is, a, are, tells, shows that, describes, explains, has, example of | E.L.P. Target Forms: | Compare and Contrast: has, is ,are ,than, (er-est),and, both, but, similar, different  Hypothesize  might have, could, should, may, |
| **I Read** and **describe** literary **elements** of a story (**characters**, **settings** and **events**). I recognize character **opinions**. | | | | **I Read** a story and **identify** who is speaking. I **recognize characters’** word **nuances**. I understand the **causes** and **effects** of a story **problem**. | | **I Read two** or more **stories** in order to **compare** and **contrast** their **adventures** and literary **elements**. I **evaluate** the **solutions** to a **problem** and form a **hypothesis**. | |
| * **RL.1.3-ELP-1** Describe **characters**, **settings**, and major **events** in a story, using key details. * Note: Pre-select stories with fantasy characteristics (i.e., fables, folktales, etc…) to compare to realism.   *Create a Literary Element chart with three columns:* ***Describe*** *characters, setting, events (continue to add to chart in Units 2 - 3), (supports ELP Targets). Emphasize story sequence and character opinion.* | | | | * **RL.1.6-No ELP Identify** who is **telling** the **story** at various points in a text.   *Add to literary elements chart from Unit #1. Discuss* ***who******is******speaking*** *at various points in a text. Discuss characters* ***word******nuances.* L.1.5** With … support from adults, demonstrate understanding of… **nuances** in word meanings.  *Ask: What caused the problem of \_\_\_? What were the effects of \_\_\_?*  *What opinion did the character have? How do you know?* | | * **RL.1.9- No ELP** **Compare** and **contrast** the **adventures** and experiences of **characters** in stories.   *Add to the literary elements chart (Units 1-2). As a class, model with a graphic comparing and contrasting how characters from two texts solve problems.*  *Ask: Are there similarities or differences to how problems were solved?*  *How did the characters react? Was it a clue about their opinion?* | |
| **I Explore** how writers **introduce** a story. I **recognize** words that **describe** character **opinions**. | | | | **I Plan** to **write** about a literary text. I focus on the **character’s opinions** and **reactions** to a **problem**. | | **I Edit** my **opinion** **piece**. I write a **concluding** **sentence** about how a **problem** was **solved**. I **add** my **opinion**. | |
| * *Discuss how an author emphasizes* ***character******opinion*** *(this is a modeled lesson – author study to prepare students to write opinion pieces).* * **W.1.1-ELP-10**-**ELP-4** **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…   *Model during discussion****:* L.1.1c-ELP-10** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). | | | | * **W.1.1-ELP 4** Write **opinion** pieces in which they introduce the topic or **name** the text they are writing about, **state** an **opinion**, and supply a **reason** for the opinion…   + *Students plan to write about a problem and character’s opinions (i.e., “The character \_\_\_\_ feels \_\_\_\_ about \_\_\_\_ because\_\_\_\_).* | | * **W.1.1- ELP-4** Write **opinion** pieces…, and provide some **sense** of **closure**.   *Students edit their literary opinion piece with a* ***conclusion***.  *“The problem was solved when \_\_\_\_\_.” “I think the solution was \_\_ because \_\_\_\_\_,” (forming an opinion – hypothesis by evaluating text).*  **L.1.1g-3 ELP-10** Use frequently occurring conjunctions (e.g., and, but, or, because). | |
| **I Write** and **Speak** using **past**, **present** and **future** tense correctly to express characters’ opinions. | | | | **I Revise** my **opinion** writing using **nouns accurately**. | | **I Speak** and **present**, sharing my **opinion** writing. I answer **questions** and ask questions about other students’ writing pieces. | |
| * + **L.1.1e-ELP-10** 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).   + *Ask: When did a character’s* ***opinion*** *change? Why? Students use past, present and future verb tenses correctly when answering.* | | | | * + Students revise the accuracy of **singular** and **plural** **nouns** in their writing:   + **L.1.1c-ELP-10** Use **singular** and **plural** nouns with matching verbs in basic sentences (e.g., He hops; we hop).   **L.1.1b-ELP-10** Use **common**, **proper**, and **possessive** nouns | | * + **SL.1.1c-ELP-2** Ask **questions** to clear up any confusion about the topics and texts under discussion. | |
| **I Speak** about what I am reading following **class** **rules**. | | | | **I Speak** about my **ideas** and **thoughts** about **characters** and my own **opinions**. | |  | |
| * + **SL.1.1a-ELP-2** Followagreed-upon **rules** for **discussions** (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | | | | * **SL.1.5-ELP-3** Add drawings or other visual displays to descriptions when appropriate to **clarify** **ideas**, **thoughts**, and **feelings**. | |  | |

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| **Gr. 1** | **Quarter 4**  Reading Informational | | ***Informational Overview:*** Students in the fourth quarter of informational text studies, focus on gathering, categorizing, defining and identifying facts about a topic. They use illustrations and texts to learn and write about facts. Students evaluate by comparing and contrasting similarities and differences in illustrations, descriptions or procedures. They publish a writing piece from a variety of sources (including digital).  ***NOTE: The ellipsis (dots) before, during or after a standard “…..” indicate that part of a standard quotation (the first, middle or last) is missing.*** | | | | |
| **Unit of Study #4 - Informational Text** | | | | **Unit of Study #5 - Informational Text** | | **Unit of Study #6 - Informational Text** | |
| Overview: Students connect pieces of information within a text by comparing (**ELP Target** – Compare). They prepare to write an informational piece by studying an author’s writing technique. Students focus on noting details to find facts and categorize facts. They use context clues to interpret meaning (**ELP Target** – Interpret). | | | | **Overview**: Students distinguish between information from illustrations and from text and can explain the differences (**ELP Target**). They plan to write using digital sources and texts. They gather, categorize and define facts about a topic (**ELP Target**). They revise writing to include commas to separate a series of facts. | | Overview: Students compare and contrast illustrations, descriptions or procedures of two texts about the same topic (**ELP Target**). They edit their informational writing piece with a conclusion using a comparing and contrasting sentence about facts within a text or across texts (**ELP Target** – Evaluate). They edit spelling and present their findings. | |
| **Reading Skill:** | | Noting Details | | **Reading Skill:** | Categorize/Classify | **Reading Skill:** | Compare and Contrast |
| **Reading Strategy:** | | Monitor/Clarify | | **Reading Strategy:** | Predicting/Inferring | **Reading Strategy:** | Evaluate |
| **E.L.P. Target Function:** | | Compare  Interpret | | **E.L.P. Target Function:** | Define (new topic words)  Explain | **E.L.P. Target Function:** | Compare and Contrast  Evaluate |
| E.L.P. Target Forms: | | Compare  subject/verb/adjective, but\_\_\_, er, est, conjunctions \_\_\_has \_\_but, so, and, yet, like, in the same way  Interpret  This is - er, -est, It..does/does not, similar to, like/not like | | E.L.P. Target Forms: | Define  is, a, are, tells, shows that, describes, explains, has, example of  Explain  ed, -ing verb forms, came-come, sang-sing (irregular verb forms), -y, -ly adverbs of manner, is, are (declarative sentences). | E.L.P. Target Forms: | Compare and Contrast  has, is ,are ,than, (er-est),and, both, but, similar, different  Evaluate  (that, those, each, every), (few, many, some), correlated "paired" conjunctions (both – and; not only – but also) |
| **I Read** and **connect** pieces of **information** in a text. | | | | **I Read** and learn different **facts** from **illustrations** and **text**. | | **I Read** **two** **texts**. I **compare** **similarities** and **differences**. | |
| * **RI.1.3-ELP-1** Describe the **connection** between two individuals, events, ideas, or **pieces** of **information** in a text.   *Model how to* ***compare******information*** *within a text (supports ELP Target).* | | | | * **RI.1.6-No ELP** Distinguish between **information** provided by **pictures** or other **illustrations** and information provided by the words in a **text.** * *Ask: Explain what can you learn from* ***illustrations****? From* ***text****?*   *(Supports ELP Target)* | | **RI.1.9-No ELP** Identify basic **similarities** in and **differences** **between** two texts on the same topic (e.g., in **illustrations**, **descriptions**, or **procedures**), (supports ELP Target).  *Ask: How are the illustrations the same? Different? (Continue for descriptions and procedures as is appropriate to texts).* | |
| **I Explore** how an **author** **writes** informational text. | | | | **I Plan** to write by **gathering** and **sorting** **information**. | | **I Edit** my writing. I **write** a **conclusion** about my topic. | |
| * **W.1.2- ELP- 3** Write **informative**/explanatory texts in which they name a **topic**, supply some **facts** about the topic, and provide some sense of **closure**.   *Model an “author study” using this standard as your question source, (“What is the* ***topic****? List* ***facts*** *you’ve read. What did you learn?)* | | | | * **W.1.2-ELP-3** Write **informative**/explanatory texts in which they name a topic, supply some **facts** about the topic … *Students define meaning of topic vocabulary (supports ELP Target).*   *Students select and plan to write about an informational topic. They list* ***facts*** *and* ***categorize*** *facts (***W.1.8-ELP-5**  With…support from adults… **gather** **information** from provided sources to answer a question). | | * **W.1.2-ELP-3** Write **informative**/explanatory texts…and provide some sense of **closure**. *Students write a conclusion with* ***evaluating*** *criteria (i.e., “When I compared \_\_\_ to \_\_\_ I found that \_\_\_\_.”), (supports ELP Target).*   *Students prepare to present their writing. Editing may include peer practice “discourse” about illustrations, categories of facts, etc…* | |
| **I Write** about and **sort** **facts** by **category**. I read within **context** about facts. | | | | **I Revise** my writing and **add** **illustrations** from **digital** sources. I use **commas** to **separate** **facts** within each category. | | **I Edit** my writing. I have a **peer** or **adult** listen as I read and **check** for **spelling** accuracy. | |
| * + **L.1.4a-ELP-8** Use sentence-level **context** as a **clue** to the **meaning** of a word or phrase (supports ELP Target). * *Select little known facts about a read topic.* ***Model*** *how to use* ***context*** *to determine word or phrase meaning.* * **L.1.5b-ELP-8**  **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). | | | | * + **W.1.6-ELP-2**  With guidance and support from adults, use a variety of **digital** **tools** to produce and publish writing, including in collaboration with peers (*Gather* ***illustrations*** *and text for informational writing topic).*   **L.1.2c- No ELP** Use **commas** in dates and to separate **single** **words** in a **series**, *(topic words).* **L.1.5a-ELP-8** **Sort** **words** into **categories** (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | | * + **L.1.2d- No ELP** Use **conventional** **spelling** for words with common spelling patterns and for frequently occurring irregular words.   + **SL.1.1b- ELP-2** Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | |
| **I Speak** **answering** with **new** **words**. I **ask** when I don’t understand. | | | | **I Speak** using **verbs** I’ve learned studying about my **writing** **topic.** | | **I Speak** about my **writing**. I use **details** and **express** myself **clearly**. | |
| * **SL.1.3ELP-6** Askand **answer** questions about what a speaker says in order to gather additional information or **clarify** something that is not understood. | | | | * **L.1.5d-ELP-8** 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. | | * **SL.1.4-ELP-4** Describe people, places, things, and events with relevant details, **expressing** ideas and feelings clearly. | |

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| **GR 1** | **Quarter 4** | * Bold red underlined text, within the Standards, indicates topics students need to use in order to achieve goals and objectives. | |
| **Goals and Objectives** |
| **ELA Integrated Literature Goals**  **Unit of Study #1- Literary Text** | | **ELA Integrated Literature Goals**  **Unit of Study #2- Literary Text** | **ELA Integrated Literature Goals**  **Unit of Study #3- Literary Text** |
| **I can**   * **describe** **characters**, **settings** and major **events** in literary texts (RL.1.3). * can **recognize** a character’s **opinion** in a literary text (W.1.1). * can **define** what an **opinion** is and state one of my own (W.1.1.). * **recognize** story **problems** and identify if they occur at the beginning, middle or ending of a text (prelude to writing). * use **singular** and **plural** **nouns** with matching verbs when I answer questions (he hops, we hop), (L.1.1.c). * **past**, **present** and **future** **tense** verbs in conversations (I walked, we walk, he walks), (L.1.1.e). | | **I can**   * **Identify** who is **telling** a story at **various** **points** of a **text** (RL.1.6). * recognize characters’ speaking by nuances of speech (RL.1.6, L.1.5) * **plan** to **write** an **opinion** **piece** about a literary text by naming the text (W.1.1). * I **recognize** the **problem** of a text and how the **character** **reacts** (W.1.1). * **write** about a **character’s** **opinion** concerning a problem (W.1.1). * **use past**, **present** and **future** **tense** verbs when I **write** (L.1.1.e). * **use** **singular** and **plural** nouns with matching verbs when I **write** my opinion piece (L.1.1.c). * **speak** **clearly** about my i**deas** and **thoughts** (SL.1.5). | **I Can**   * **compare** and **contrast** **characters’** **adventures** or experiences in **two** **texts** (RL.1.9). * **compare** and **contrast** **characters**, **setting** and **events** in **two** **texts** (RL.1.9). * **compare** and **contrast** **problems** and solutions in **two** **texts** (RL..1.9). * **compare** and **contrast** character **opinions** in **two** **texts** (RL.1.9). * **finish** an **opinion** **writing** piece about a literary text **concluding** with a statement about **how** the **problem** was **solved** (W.1.1). * **write** or tell how the **characters** **feel** at the end of a story (W.1.1). * **write** or tell my **own** **opinion** and **hypothesis** about how the story ended (W.1.1.) * **use** **conjunctions** to tell about a **story** **ending** (because, and then, so), (L.1.1.g). * **share** my **writing** with others, **answering**  **questions** or **asking** **questions** when others share (SL.1.1.c). |

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| **ELA Integrated Informational Text Goals**  **Unit of Study #4- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #5- Informational Text** | **ELA Integrated Informational Text Goals**  **Unit of Study #6- Informational Text** |
| **I can**   * **describe** how pieces of i**nformation** in the text are **connected** (i.e., comparing how both are\_\_\_ or \_\_\_), (RI..1.3). * **demonstrate** an understanding of how an **author** **introduces** a **topic** with a title (W.1.2). * **demonstrate** an understanding of how informational texts have **facts** about a topic and can be **categorized** (W.1.2.). * **use** **context** **clues** to **determine** the **meaning** of new words and phrases about a topic (L.1.4.a). * **define** words by **category** about a topic (L.1.5.b) * **ask** and **answer** **questions** to **gather** **information** (SL.1.3). | **I can**   * **explain** the kind of **information** I learn from **illustrations** (RI.1.6). * **explain** the kind of **information** I learn from **text** (RI.1.6). * **gather** and **categorize** **facts** about a topic I write about (W.1.2). * **use** **digital** **resources** with support to gather facts (W.1.6). * **gather** information from a **variety** of **sources** with support (W.1.8). * **define** and **explain** the **facts** I gather to write about (W.1.2). * **categorize** facts (L.1.5.a) * **use** **commas** in a **series** to separate facts (L.1.2.c). * **use** **verbs** (and adjectives) that have **other** **meanings** accurately (e.g., look, peek, glance, stare, glare, scowl),(L.1.5.d). | **I can**   * **compare** and **contrast** similarities and differences between **two** **texts** (RI.1.9). * **compare** and **contrast** differences and similarities of **illustrations**, **descriptions** or **procedures** between t**wo** **texts** (RI.1.9). * **edit** my informational writing piece with a **conclusion** (W.1.2). * **write** a **conclusion** about facts I’ve learned using **comparing** and **contrasting** words (integrated with RI.1.9). * **use** conventional **spelling** in my writing piece (L.1.2.d). * **speak** about my writing with relevant **details** (SL.1.4). * **speak** **clearly** and **expressively** (SL.1.4). |

**CCSS English language Arts Check List**

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| **Gr 1** | |  |  | |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | | |
|  |  | |  |  |  |  |
| **District Focus Standards By Quarter** | | | | | | | |  |  | | | |
| Qtr 1 | Qtr 2 | Qtr 3 | | Qtr 4 | |  |  |  | **Reading Foundational Skills** | | | |
|  |  |  | |  |  |  |  |  |  | *Print Concepts* | | |
| **X** | **X** | **X** | | **X** |  |  |  |  | RF.1.1 |  | | Demonstrate understanding of the organization and basic features of print. |
|  |  |  | |  |  |  |  |  | RF.1.a |  | | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
|  |  |  | |  |  |  |  |  |  | *Phonological awareness* | | |
|  |  |  | |  |  |  |  |  | RF.1.2 |  | | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
|  |  |  | |  |  |  |  |  | RF.1.2.a |  | | Distinguish long from short vowel sounds in spoken single-syllable words. |
|  |  |  | |  |  |  |  |  | RF.1.2.b |  | | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
|  |  |  | |  |  |  |  |  | RF.1.2.c |  | | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
|  |  |  | |  |  |  |  |  | RF.1.2.d |  | | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
|  |  |  | |  |  |  |  |  |  | *Phonics and Word recognition* | | |
| **X** | **X** | **X** | | **X** |  |  |  |  | RF.1.3 |  | | Know and apply grade-level phonics and word analysis skills in decoding words. |
|  |  |  | |  |  |  |  |  | RF.1.3.a |  | | Know the spelling-sound correspondences for common consonant digraphs. |
|  |  |  | |  |  |  |  |  | RF.1.3.b |  | | Decode regularly spelled one-syllable words. |
|  |  |  | |  |  |  |  |  | RF.1.3.c |  | | Know final -e and common vowel team conventions for representing long vowel sounds. |
|  |  |  | |  |  |  |  |  | RF.1.3.d |  | | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
|  |  |  | |  |  |  |  |  | RF.1.3.e |  | | Decode two-syllable words following basic patterns by breaking the words into syllables. |
|  |  |  | |  |  |  |  |  | RF.1.3.f |  | | Read words with inflectional endings. |
|  |  |  | |  |  |  |  |  | RF.1.3.g |  | | Recognize and read grade-appropriate irregularly spelled words. |
|  |  |  | |  |  |  |  |  |  | *Fluency* | | |
| **X** | **X** | **X** | | **X** |  |  |  |  | RF.1.4 |  | | Read with sufficient accuracy and fluency to support comprehension. |
|  |  |  | |  |  |  |  |  | RF.1.4.a |  | | Read on-level text with purpose and understanding. |
|  |  |  | |  |  |  |  |  | RF.1.4.b |  | | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
|  |  |  | |  |  |  |  |  | RF.1.4.c |  | | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|  |  |  | |  |  |  |  |  | **Reading Literature** | | | |
|  |  |  | |  |  |  |  |  |  | | *Key Ideas and Details* | |
| **✓** | **X** | **X** | | **X** |  |  |  |  | RL.1.1 | |  | Ask and answer questions about key details in a text. |
| **✓** |  |  | |  |  |  |  |  | RL.1.2 | |  | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| **✓** |  |  | | **✓** |  |  |  |  | RL.1.3 | |  | Describe characters, settings, and major events in a story, using key details. |
|  |  |  | |  |  |  |  |  |  | | *Craft and Structure* | |
|  |  | **✓** | |  |  |  |  |  | RL.1.4 | |  | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
|  | **✓** |  | |  |  |  |  |  | RL.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. |
|  | **✓** |  | | **✓** |  |  |  |  | RL.1.6 | |  | Identify who is telling the story at various points in a text. |
|  |  |  | |  |  |  |  |  |  | | *Integration of Knowledge and Ideas* | |
|  | **✓** | **✓** | |  |  |  |  |  | RL.1.7 | |  | Use illustrations and details in a story to describe its characters, setting, or events. |
|  |  |  | |  |  |  |  |  | RL.1.8 | |  | (Not applicable to literature) |
|  |  | **✓** | | **✓** |  |  |  |  | RL.1.9 | |  | Compare and contrast the adventures and experiences of characters in stories. |
|  |  |  | |  |  |  |  |  |  | | *Range of Reading and Level of Text Complexity* | |
| **X** | **X** | **X** | | **X** |  |  |  |  | RL.1.10 | |  | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |

**CCSS English language Arts Check List**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 1** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | | | | |
|  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  |  |  |  | | | | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Reading Informational** | | | | | |
|  |  |  |  |  |  |  |  |  | | *Key Ideas and Details* | | | |
| **✓** | **X** | **X** | **X** |  |  |  |  | RI.1.1 | |  | Ask and answer questions about key details in a text. | | |
| **✓** |  |  |  |  |  |  |  | RI.1.2 | |  | Identify the main topic and retell key details of a text. | | |
| **✓** |  |  | **✓** |  |  |  |  | RI.1.3 | |  | Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | |
|  |  |  |  |  |  |  |  |  | | *Craft and Structure* | | | |
| **X** | **✓** | **✓** | **X** |  |  |  |  | RI.1.4 | |  | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | |
|  | **✓** |  |  |  |  |  |  | RI.1.5 | |  | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | | |
|  | **✓** |  | **✓** |  |  |  |  | RI.1.6 | |  | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | |
|  |  |  |  |  |  |  |  |  | | *Integration of Knowledge and Ideas* | | | |
|  | **✓** |  |  |  |  |  |  | RI.1.7 | |  | Use the illustrations and details in a text to describe its key ideas. | | |
|  |  | **✓** |  |  |  |  |  | RI.1.8 | |  | Identify the reasons an author gives to support points in a text. | | |
|  |  | **✓** | **✓** |  |  |  |  | RI.1.9 | |  | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | |
|  |  |  |  |  |  |  |  |  | | *Range of Reading and Level of Text Complexity* | | | |
| **X** | **X** | **X** | **X** |  |  |  |  | RI.1.10 | |  | | With prompting and support, read informational texts appropriately complex for grade 1. | |
|  |  |  |  |  |  |  |  | **Writing** | | | | | |
|  |  |  |  |  |  |  |  |  | *Text Types and Purposes* | | | | |
| **✓** |  |  | **✓** |  |  |  |  | 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. | | |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | 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. | | |
|  | **✓** | **✓** |  |  |  |  |  | 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. | | |
|  |  |  |  |  |  |  |  |  | *Production and Distribution of Writing* | | | | |
|  |  |  |  |  |  |  |  | W.1.4 |  | | (Begins in grade 3) | | |
| **✓** | **X** | **✓** | **X** |  |  |  |  | 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. | | |
|  | **✓** |  | **✓** |  |  |  |  | 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. | | |
|  |  |  |  |  |  |  |  |  | *Research to Build and Present Knowledge* | | | | |
|  |  | **✓** |  |  |  |  |  | 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). | | |
|  | **✓** | **✓** | **✓** |  |  |  |  | W.1.8 |  | | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | |
|  |  |  |  |  |  |  |  | W.1.9 |  | | (Begins in grade 4) | | |
|  |  |  |  |  |  |  |  |  | *Range of Writing* | | | | |
|  |  |  |  |  |  |  |  | W.1.10 |  | | | | **(Begins in grade 3)** |

**CCSS English language Arts Check List**

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| **Gr 1** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  |  |  | **Language** | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  |  | *Conventions of Standard English* | |
| **X** | **X** | **X** | **X** |  |  |  |  | L.1.1 |  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|  |  | **✓** |  |  |  |  |  | L.1.1.a |  | Print all upper- and lowercase letters. |
|  |  | **✓** | **✓** |  |  |  |  | L.1.1.b |  | Use common, proper, and possessive nouns. |
| **✓** |  |  | **✓** |  |  |  |  | L.1.1.c |  | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
|  |  | **✓** |  |  |  |  |  | L.1.1.d |  | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| **✓** |  |  | **✓** |  |  |  |  | L.1.1.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). |
| **✓** | **✓** |  |  |  |  |  |  | L.1.1.f |  | Use frequently occurring adjectives. |
| **✓** |  |  | **✓** |  |  |  |  | L.1.1.g |  | Use frequently occurring conjunctions (e.g., and, but, or, so, because). |
|  |  | **✓** |  |  |  |  |  | L.1.1.h |  | Use determiners (e.g., articles, demonstratives). |
|  | **✓** |  |  |  |  |  |  | L.1.1.i |  | Use frequently occurring prepositions (e.g., during, beyond, toward). |
| **✓** | **✓** |  |  |  |  |  |  | L.1.1.j |  | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| **X** | **X** | **X** | **X** |  |  |  |  | L.1.2 |  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|  | **✓** |  |  |  |  |  |  | L.1.2.a |  | Capitalize dates and names of people. |
| **✓** | **✓** |  |  |  |  |  |  | L.1.2.b |  | Use end punctuation for sentences. |
|  |  |  | **✓** |  |  |  |  | L.1.2.c |  | Use commas in dates and to separate single words in a series. |
|  | **✓** |  | **✓** |  |  |  |  | L.1.2.d |  | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
|  | **✓** | **✓** |  |  |  |  |  | L.1.2.e |  | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
|  |  |  |  |  |  |  |  |  | *Knowledge of Language* | |
|  |  |  |  |  |  |  |  | L.1.3 |  | (Begins in grade 2) |
|  |  |  |  |  |  |  |  |  | *Vocabulary Acquisition and Use* | |
| **X** | **X** | **X** | **X** |  |  |  |  | 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. |
|  |  |  | **✓** |  |  |  |  | L.1.4.a |  | Use sentence-level context as a clue to the meaning of a word or phrase. |
| **✓** |  |  |  |  |  |  |  | L.4.1.b |  | Use frequently occurring affixes as a clue to the meaning of a word. |
|  |  | **✓** |  |  |  |  |  | L.1.4.c |  | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |
|  |  |  | **✓** |  |  |  |  | L.1.5 |  | With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
|  |  |  |  |  |  |  |  | L1.5.a |  | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
|  | **✓** |  | **✓** |  |  |  |  | L.1.5.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). |
|  | **✓** |  |  |  |  |  |  | L.1.5.c |  | Identify real-life connections between words and their use (e.g., note places at home that are cozy). |
|  |  | **✓** | **✓** |  |  |  |  | L.1.5.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. |
|  |  | **✓** |  |  |  |  |  | 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). |

**CCSS English language Arts Check List**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Gr 1** | |  |  |  |  |  |  | ***Check List Instructions:*** “Focus” standards are indicted by check [**✓**] mark in each qtr. Focus standards are standards to be assessed. Overarching standards, taught all year are marked with an **X**.  Supporting standards you add can be checked off in provided boxes. [] | | |
|  |  |  |  |  |
| **District Focus Standards By Quarter** | | | |  |  |  |  |  | | |
| Qtr 1 | Qtr 2 | Qtr 3 | Qtr 4 |  |  |  |  | **Speaking & Listening** | | |
|  |  |  |  |  |  |  |  |  | *Comprehension and Collaboration* | |
| **X** | **X** | **X** | **X** |  |  |  |  | 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. |
|  |  | **✓** | **✓** |  |  |  |  | SL.1.1.a |  | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | SL.1.1.b |  | Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. |
| **✓** |  |  | **✓** |  |  |  |  | SL.1.1.c |  | Ask questions to clear up any confusion about the topics and texts under discussion. |
| **✓** | **✓** |  |  |  |  |  |  | SL.1.2 |  | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
|  | **✓** |  | **✓** |  |  |  |  | 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. |
|  |  |  |  |  |  |  |  |  | *Presentation of Knowledge and Ideas* | |
| **✓** | **✓** | **✓** | **✓** |  |  |  |  | SL.1.4 |  | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
|  | **✓** |  | **✓** |  |  |  |  | SL.1.5 |  | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
|  |  | **✓** |  |  |  |  |  | SL.1.6 |  | Produce complete sentences when appropriate to task and situation. |

**Resources**

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| ***The Five Dimensions of Teaching & Learning*** from Stephen Fink's &Anneke Markholt's Leading for Instructional Improvement.  https://iframework.hsd.k12.or.us/InstructionalFramework_ver3.png | |
|  | **3. Curriculum & Pedagogy**   * **Curriculum**   Connecting to Previous Lessons and Larger Studies or Units   * **Teaching Approaches and Strategies**   Connecting Strategies to Learning, Graphing Connections to Other Disciplines, Scaffolding Language, Habit of Thinking Language Posted   * **Scaffolds for Learning**   Co-Constructed Charts, Guided Instruction,  To-With-By, I Do – We Do – You Do, Tiered  Assignments |
| **1. Purpose**   * **Standards**   Possible Strategies:  KWL Chart, I Can Statements,  Sentence Frames   * **Teaching Points**   Possible Strategies:  Targeted Question, KWL, Rubric, Performance Task, Kid Language | 1. **Assessment for Student Learning**  * **Assessment**   Anecdotal Notes, Conferencing, Conferring,  Portfolios, Student Created Goals, Learning Journals, concept Maps, Concept Assessments, Orla Presentations, Prediction, Open-Ended Questions, Student Work Samples, Charts, Record, Rubrics, Contracts, Knowledge Surveys, Peer Review, Written Reports, Multiple Choice, Class Assessments   * **Adjustment**   Pre-Planned Leveled Questions, Alternative Questions, Teacher Adjustments Lis**t** |
| **2. Engagement**   * **Intellectual Work**   DOK, Debate, Similarities/Differences, Analogies, Frame a Question, Open-Ended, Patterns –Connections, Gates Dimensions   * **Engagement Strategies**   Prior Knowledge, Collaboration, Cooperative Learning, Discourse Activities, Class Effort Rubric, Discussion Rules, Heterogeneous Grouping   * **Talking Points**   Role Play, Reciprocal Learning, Question Prompts, Think Alouds, Anchor Chart of Words to Speak, Discourse Activities | 1. **Classroom Environment and Culture**  * **Physical Environment**   Meeting Areas, Seating, Resources and Class Libraries Available, Charts, Technology, Space, Centers, Desks Face Teacher, Elbow Room, Neutral zones, Co-Constructed Learning on Display, Concept Displays   * **Classroom Routines & Rules**   Techniques, Class Involved in Rules, Greeting Students by Name, Transition Rules, Procedures and Processes, Access to Resources, Entering and Leaving Class Routines, Work Habits, Productive Time, Group Collaboration Rules-Routines   * **Classroom Culture**   Expectations Posted, Accountability, Language and Actions Used, Community of Equality, Shared Learning, Clarifying Words and language, Student Task and Choice, High Motivation, Caring – Enthused Teacher, Developments of Relationships, Intellectual and Culturally Rich Class, Atmosphere of Risk-Taking |

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| **Resources for English Language Learners** | |
| **SIOP Components and Strategies**  Kathleen Lacock, Susan Richmond, Sonta Thompson, Carolyn Grenz, Amber Kuzma, Ann Tronco, Arcema Tovar | |
| **Preparation:** | graphic organizers, study guides, jigsaw reading, surveys, letter writing, plays |
| **Building Background:** | KWL, key vocabulary games, links past to new |
| **Comprehensible Input:** | differentiated proficiency levels, model, hands on, visuals, realia, demos, gestures, film clips |
| **Strategies:** | GIST, SQP2R, reciprocal tchng., mnemonics, repeated rdg., think alouds, paraphrase, question cubes |
| **Interaction:** | pairs, triads, TPS, teams, native language materials, student notes, write/respond |
| **Practice/Application:** | hands on, discussion, abstract models for concrete concepts, I Do, We Do, You Do, integrated lang. skills |
| **Lesson Delivery:** | clear objectives, opportunities to talk, no down time, whole and small groups |
| **Review/Assessment:** | content word wall, graphic organizers, clarify, discuss, correct, thumbs up-down, (whole group response) |
| **O.D.E. Standard #10 Forms and Functions**  [**ODE - ELP Standards**](http://www.ode.state.or.us/opportunities/grants/nclb/title_iii/final-4_30-elpa21-standards.pdf) | |
| **Function** | **Form** |
| express: needs/likes | indirect/direct object subject/verb agreements, pronouns |
| describe: nouns | nouns, pronouns, adjectives |
| describe: relations | prepositional phrases |
| describe: actions | present progressive, adverbs |
| retell/relate events | past tense verbs, perfect aspect (present & past) |
| make predictions | Verbs: future tense, conditional mode |
| information questions | Verbs and verb phrases in questions |
| clarifying questions | Questions with increasing specificity |
| express opinion | sentence structure, modals (will, can, may shall) |
| comparing | adjectives, conjunctions, comparatives, superlatives, adverbs |
| contrasting | comparative adjectives |
| summarizing | increasingly complex sentences w' specific vocabulary |
| persuading | verb forms |
| literary analysis | sentence structure, specific vocabulary |
| cause/effect | verb forms |
| draw conclusion | comparative adjectives |
| define | nouns, pronouns and adjectives |
| explain | verbs, declarative & complex sentences, adverbs of manner |
| generalize | abstract nouns, verb forms, nominalizations |
| evaluate | complex sentences; increasing specificity of nouns, verbs, adj |
| interpret | language of propaganda, complex sentences, nominalizations |
| sequence | adverbs of time, relative clauses, subordinate conjunctions |
| hypothesize | Modals (would, could might), compound tenses |
| **GLAD Strategies**  [**GLAD Resource Book**](http://www.lausd.net/Main_EL/pdf/Glad_Resource_Book.pdf) | |
| Focus and Motivation | Content Dictionaries, Exploration Report, Observation Chart, Inquiry Charts, Teacher-Made Big Books, Awards |
| Input | Pictorial, Narrative and Comparative In-Put Charts |
| Guided Oral Practice | 10/2, Chants, T-Graph (Social Skills), Sentence Patterning Chart |
| Reading and Writing | Cooperative Strip Paragraphs, Team Tasks, Process Grids, Expert Groups, Story Maps |

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| **Best Practices** | | | | |
| **Reading RIGOR with Depth of Knowledge (DOK)**  *Susan Richmond* | | | | |
| **DOK: Level 1**  *1 Cognitive Step* | **DOK: Level 2**  *2 Cognitive Steps* | | **DOK: Level 3**  *3 Cognitive Steps* | **DOK: Level 4**  *4 Cognitive Steps* |
| **1.**  Students can find or locate an answer that is explicitly and directly stated in a text. | **1.**  Students use a reading skill (such as cause/effect, sequence, main idea, etc..) as a clue to ….  **2.**  find an answer that is stated explicitly and directly in a text. | | **1.**  Students locate evidence in a text to answer a question and then…  **2**.  are able to answer with words or pictures in a conclusion statement or generalization and….  **3.**  can prove their answer by explaining what strategy or process they used to solve or find the answer. | **1.**  Students complete a product or performance task in which they show why a previous conclusion is/not accurate …  **2.**  after researching and synthesizing multiple sources about the same topic following specified criteria…  **3.**  In order to validate or form a new conclusion which can be…  **4.**  used across new disciplines or to solve problems a new way. |
| **Marzano’s Nine Best Practices** | | | | |
| 1. Identifying Similarities and Differences | | | 6. Generating and Testing Hypotheses | |
| 2. Nonlinguistic Representations | | | 7. Homework and Practice | |
| 3. Summarizing and Note Taking | | | 8. Cues, Questions and Advanced Organizers | |
| 4. Setting Objectives and Providing Feedback | | | 9. Cooperative Learning | |
| 5. Reinforcing Effort - Providing Recognition | | |  | |
| **Differentiation Strategies for Increasing RIGOR** | | | | |
| **Compacting** | | Students are pre-assessed to determine already mastered content. | | |
| **Depth and Complexity** | | From concrete to abstract and connections over time. | | |
| **Independent Study** | | Opportunity to choose and investigate a topic of your own interest. | | |
| **Think Like a Disciplinarian** | | Is this how a (discipline, i.e.; biologist) would think and act? | | |
| **Levels of DOK** | | Scaffolding questions and activities at different DOK levels | | |
| **Tiered Assignments** | | Levels of complexity, number of steps and levels of independence. | | |



**DOK-3**

**Judge**



**DOK-1**

**Reporter**



**DOK-2**

**Interpreter**

**DOK-1**

***Recall and Reproduce***

**DOK-2**

***Skills and Concepts***

**DOK-2**

***Skills and Concepts***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-3**

***Strategic Thinking and Reasoning***

**DOK-4**

***Extended Thinking***

**DOK-4**

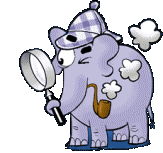
***Extended Thinking***

**DOK-4**

***Extended Thinking***

**DOK-4**

***Extended Thinking***



**DOK-4**

**Detective**

*Developed by Susan Richmond 2015 “Thinking Ladders, 2015”*

**Cognitive Steps for**

**Depth of Knowledge**

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | | | |
| ***Grade 1: Standard 1*** | | | | | | | | | | |
| **ELP.1.1** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | | | **Level 4** | | **Level 5** |
| An ELL can . . .  construct meaning  from oral  presentations and  literary and  informational text  through grade appropriate  listening,  reading, and viewing. | | with prompting and  support (including context and visual aids), use a very limited set of strategies to:   * identify a few key words   from read-alouds and oral presentations of information or stories. | use an emerging set of strategies to:   * identify some key words and phrases   from read-alouds and oral presentations. | use a developing set of strategies to:   * identify main topics * answer questions about key details or events   from read-alouds , simple written texts and oral presentations. | | | | use an increasing range of  strategies to:   * identify main topics * ask and answer questions about an increasing number of key details * retell familiar stories or episodes of stories   from read-alouds, written texts and oral presentations.. | | use a wide range of strategies  to:   * identify main topics * Ask and answer questions about key details * retell stories including key details   from read-alouds, written texts and oral presentations.. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP3.** Construct valid arguments from evidence and critique the reasoning of others.  **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.  **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | | | **MP1.** Make sense of problems and persevere in solving them. | | **SP1.** Ask questions and define problems. | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | | | |
| **Literature** | | | | | **Informational** | | | | | |
| **RL.2** | Retell stories, including key details, and demonstrate understanding of their  central message or lesson | | | | **RI.2** | Identify the main topic and retell key details of a text. | | | | |
| **RL.3** | Describe characters, settings, and major events in a story, using key details. | | | | **RI.3** | Describe the connection between two individuals, events, ideas, or pieces of information in a text | | | | |
| **RL-RI.1** | Ask and answer questions about key details in a text. | | | | **RI.7** | Use the illustrations and details in a text to describe its key ideas. | | | | |
| **SL.2.** | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | | | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 1: Standard 2*** | | | | | | | | |
| **ELP.1.2** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  participate in grade appropriate oral and  written exchanges of information, ideas, and analyses,  responding to peer,  audience, or reader  comments and questions. | | * listen to short conversations * respond to simple yes/no and some w questions   about familiar topics. | * participate in short conversations * take turns * respond to simple yes/no and wh- questions   about familiar topics. | * participate in short discussions, conversations, and short written exchanges * follow rules for discussion * ask and answer simple questions   about familiar topics. | | * participate in discussions, conversations, and written exchanges * follow rules for discussion * ask and answer questions * respond to the comments of others * make comments of his or her own   about a variety of topics and texts. | | * participate in extended discussions, conversations, and written exchanges * follow rules for discussion * ask and answer questions * build on the comments of others * contribute his or her own comments   about a variety of topics and texts. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP.6** Attend to precision. | | **SP4.** Analyze and interpret data  **SP.6** Construct explanations and design solutions.  **SP.8** Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | |
| **W.6** | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | | | | |
| **SL.1** | Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. | | | | | | | |
| **a** | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | | | | | | | |
| **b** | Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. | | | | | | | |
| **c** | Ask questions to clear up any confusion about the topics and texts under discussion. | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 1: Standard 3*** | | | | | | | | |
| **ELP.1.3** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  speak and write about grade-appropriate complex literary and informational texts and topics . .. | | * communicate simple information or feelings   about familiar topics or experiences. | * communicate single messages   about familiar topics or experiences. | * deliver short simple oral presentations. * Compose short written texts   about familiar topics, stories, experiences or events. | | using simple sentences and drawings or illustrations…   * deliver short simple oral presentations. * Compose s written texts   about familiar topics, stories, experiences or events. | | including a few descriptive  details…  • deliver oral presentations  • compose written texts  about a variety of texts topics, experiences, or events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP.6** Attend to precision. | | **SP.6** Construct explanations and design solutions.  **SP.8** Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | |
| **W.2** | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | | | | | | |
| **W.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. | | | | | | | |
| **SL.4** | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | | | | | | |
| **Sl.5** | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 1: Standard 4*** | | | | | | | | |
| **ELP.1.4** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  construct grade  Appropriate oral and  written claims and  support them with  reasoning and evidence . . . | | * express a preference or opinion   about familiar topics or experiences. | * express an opinion   about familiar topics, experiences, or events. | * express an opinion * give a reason for the pinion   about familiar stories, experiences, or events. | | * express opinions * give a reason for the   opinion  about a variety of texts topics, experiences, and events. | | * express opinions * introduce the topic * give a reason for the   opinion   * provide a sense of closure   about a variety of texts, topics, experiences, or events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.  **EP3.** Construct valid arguments from evidence and critique the reasoning of others.  **EP5**. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.  **EP6.** Use English structures to communicate context-specific messages. | | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP.6** Attend to precision. | | **SP.4** Analyze and interpret data  **SP.7** Engage in argument from evidence.  **SP.8** Obtain, evaluate, and communicate information. | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | |
| **W.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. | | | | | | | |
| **SL.4** | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 1: Standard 5*** | | | | | | | | |
| **ELP.1.5** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  conduct research and evaluate and  communicate findings to answer questions or solve problems . . . | | with prompting and  support from adults,   * participate in shared research projects * gather information * label information   from provided sources  showing limited control. | with prompting and  support from adults,   * participate in shared research projects * gather information * summarize some key information   from provided sources  showing emerging control. | with prompting and support from adults,   * participate in shared research projects * gather information * Summarize information   from provided sources  showing developing control. | | with prompting and  support from adults,   * participate in shared research projects * gather information * summarize information * answer a question   from provided sources  showing increasingly independent control. | | with prompting and support from adults,   * participate in shared research projects * gather information * summarize information * answer a question   from provided sources  showing independent control. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP1.** Support analyses of a range of grade-level complex texts with evidence.  **EP4**. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts..  **EP5**. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.  **EP6.** Use English structures to communicate context-specific messages. | | | | | **MP1.** Make sense of problems and persevere in solving them. | | **SP.3** Plan and carry out investigations.  **SP.6** Construct explanations and design solutions  **SP.8** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | |
| **W.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). | | | | | | | |
| **W.8** | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | | |
| **SL.4** | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | | | | | | | |
| **Sl.5** | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 1: Standard 6*** | | | | | | | | |
| **ELP.1.6** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | | **Level 3** | **Level 4** | | **Level 5** |
| **An ELL can . . .**  analyze and critique  the arguments of  others orally and in  writing . . . | | [Standard introduced at Level 2.] | with prompting and  Support,  • identify a reason an author or a speaker gives to support a point. | | * identify one or two reasons an author or a speaker gives to support the main point. | * identify reasons an author or a speaker gives to support the main point. | | * identify appropriate reasons an author or a speaker gives to support the main point |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP.3** Construct valid arguments from evidence and critique the reasoning of others  **EP4**. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts..  **EP5**. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP3.** Construct viable arguments and critique reasoning of others. | | | **SP1.** Ask questions & define problems.  **SP6.** Construct explanations and design solutions  **SP7**. Engage in argument from evidence.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | |
| **RI.8** | Identify the reasons an author gives to support points in a text. | | | | | | | |
| **W.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 | | | | | | | |
| **SL.3** | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 1: Standard 7*** | | | | | | | | |
| **ELP.1.7** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  adapt language  choices to purpose,  task, and audience  when speaking and  writing . . . | | [Standard introduced at  Level 3.] | [Standard introduced at  Level 3.] | * show a developing awareness of the difference between appropriate language for the playground and language for the classroom. | | * show awareness of differences between informal “playground speech” and language appropriate to the classroom * use some words learned through conversations, reading, and being read to. | | * shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time * use words learned through conversations, reading, and being read to. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP6**. Use English structures to communicate context-specific messages. | | | | | **MP6.** Attend to precision. | | **SP1.** Ask questions & define problems.  **SP6.** Construct explanations and design solutions  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | |
| **W.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. | | | | | | | |
| **SL.6** | Produce complete sentences when appropriate to task and situation. | | | | | | | |
| **L.6** | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g.,  When other kids are happy that makes me happy). | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | | | |
| ***Grade 1: Standard 8*** | | | | | | | | | | |
| **ELP.1.8** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | | | **Level 4** | | **Level 5** |
| An ELL can . . .  determine the  meaning of words  and phrases in oral  presentations and  literary and  informational text . . | | with prompting and support (including context and visual  aids),  • recognize the meaning of a few frequently occurring words and phrases  in simple oral presentations and read-alouds about familiar topics, experiences or events. | including context and visual aids),  • answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases  in simple oral presentations and read-alouds about  familiar topics, experiences,  or events. | using sentence-level context and visual aids,   * answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases   in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events. | | | | using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,   * answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions   in oral presentations and written texts about a variety of topics, experiences, or events. | | using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes),   * answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions   in oral presentations and written texts about a variety of topics, experiences, or events. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | | | |
| **EP1**. Support analyses of a range of grade-level complex texts with evidence.  **EP6**. Use English structures to communicate context-specific messages. | | | | | | **MP1.** Make sense of problems and persevere in solving them. | | | **SP1.** Ask questions & define problems.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | | | |
| **Literature** | | | | | **Informational** | | | | | |
| **RL.4** | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | | | **RI.4** | | Ask and answer questions to help determine or clarify the meaning of words  and phrases in a text | | | |
| **L.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). | | | | | | | | | |
| **L.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. | | | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 1: Standard 9*** | | | | | | | | |
| **ELP.1.9** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  create clear and  coherent grade appropriate speech  and text . . . | | [Standard introduced at Level 2.] | with support (including  visual aids and modeled  sentences),   * retell an event * present simple information   with emerging control of some frequently occurring linking words. | with support (including  modeled sentences),   * retell (in speech or writing) a simple sequence of events in the correct order * present simple information   with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then). | | * recount two or three events in sequence * present simple information about a topic   with increasingly Independent control of some temporal words (e.g., next, after),and some frequently occurring linking words (and, so). | | * recount a more complex sequence of events in the correct order * introduce a topic * provide some facts about a topic   using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases). |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2**. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | **MP1.** Make sense of problems and persevere in solving them.  **MP3.** Construct viable arguments and critique reasoning of others. | | **SP7.** Engage in argument from evidence.  **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | |
| **W.2** | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | | | | | | |
| **W.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. | | | | | | | |
| **SL.4** | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly | | | | | | | |

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| **Grade 1 ELP Standards with Correspondences** | | | | | | | | |
| ***Grade 1: Standard 10*** | | | | | | | | |
| **ELP.1.10** | | **By the end of each English language proficiency level, an ELL can . . .** | | | | | | |
| **Level 1** | **Level 2** | **Level 3** | | **Level 4** | | **Level 5** |
| **An ELL can . . .**  make accurate use  of standard English  to communicate in  grade-appropriate speech and writing . . | | with support (including  context and visual aids),   * understand and use a small number of frequently occurring nouns and verbs, * understand and use very simple sentences * respond to simple questions. | with support (including  visual aids and sentences)   * recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g. and, but, or) * produce simple sentences. | with support (including  modeled sentences),   * use some singular and plural nouns * use verbs in the present and past tenses * use frequently occurring prepositions and conjunctions * produce and expand simple sentences   in response to prompts. | | * use an increasing number of singular and plural nouns, and verbs * use past and present verb tenses with appropriate subject-verb agreement * use frequently occurring prepositions and conjunctions * produce and expand simple and some compound sentences   in response to prompts. | | * use singular and plural nouns with matching verbs, * use past, present, and future verb tenses * use frequently occurring prepositions and conjunctions * produce and expand simple and compound sentences   in response to prompts. |
| **When engaging in one or more of the following content-specific practices:** | | | | | | | | |
| **EP2**. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **EP6**. Use English structures to communicate context- specific messages. | | | | | **MP6.** Attend to precision. | | **SP8.** Obtain, evaluate, and communicate information**.** | |
| **When engaging in tasks aligned with the following Grade 1 CCSS for ELA Standards**: | | | | | | | | |
| **L.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, possessive, and indefinite pronouns (e.g., I, me, 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. | | | | | | | |