

First Grade

Quarter: 1

Essential Questions:

1. How can the students use pictures and details in our stories to describe characters, setting, or events?
2. How can talking about the nonfiction books the students read help them learn new things?
3. What are the features of nonfiction books? How do the students use them to help find information?
4. How do the pictures and words in nonfiction books work together to present information?
5. How do the students use the pictures and details in a book to help them identify the key ideas?
6. What are the features of a sentence?
7. How can the students blend and separate sounds to make words?
8. How can identifying the syllables in words help the students read?
9. How do the students use letters and letter sounds to spell unknown words in their writing?

Common Core Standards:

Literature Skills

- 1.RL.1** : Ask and answer questions about key details in a text.
- 1.RL.2**: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3** : Describe characters, settings, and major events in a story, using key details.
- 1.RL.4**: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.7** : Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9**: Compare and contrast the adventures and experiences of characters in stories.
- 1.RL.10**: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Informational Text

- 1.RI.1**: Ask and answer questions about key details in a text.
- 1.RI.3**: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.5**: Know and use various text features to locate key facts or information in a text.
- 1.RI.6**: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

1.RI.7: Use the illustrations and details in a text to describe its key ideas.

1.RI.8: Identify the reasons an author gives to support points in text.

1.RI.10: With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills

1.RF.1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence.

1.RF.2: Demonstrate understanding of spoken words, syllables and sounds.

- a. Orally produce single-syllable words by blending sounds, including consonant blends.
- b. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.

1.RF.3: Know and apply grade level phonics and word analysis skills in decoding words.

- a. Decode regularly spelled one-syllable words.
- b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- c. Recognize and read grade-appropriate irregularly spelled words.

1.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

1.W.3: Write narratives in which they recount two or more appropriately sequences events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

1.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.

1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- 1.SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion
- 1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- 1.SL.4:** Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.
- 1.SL.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.SL.6:** Produce complete sentences when appropriate to task and situation.

Language

- 1.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print all upper and lower case letters
 - Use frequently occurring conjunctions.
 - Use determiners.
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use end punctuation for sentences.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 1.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.

Essential Vocabulary:

Details	Compare	Collaborate	Decode	Orally	Uppercase	Narratives
Key details	Illustrations	Distinguish	Initial	Media	Lowercase	
Retell	Events	Print	Medial	Clarify	Capitalization	
Demonstrate	Connections	Support	Final	Visual	Punctuation	
Describe	Facts	Syllables	Collaborate	Thoughts	Spelling patterns	
Character	Features	Sounds	Purpose	Feelings	Phonetically	
Setting	Recognize	Consonant blends	Expression	Prose	Strategies	
Contrast	Conversation	Blending	Recall	Poetry	Conventions	

Students Will Be Able To:

1. Ask and answer questions about key details in a selection.
2. Retell stories to include a description of characters, setting, problem and solutions.
3. Read grade level text with sufficient accuracy and fluency to support comprehension.
4. Use details, events and illustrations to demonstrate understanding of text.
5. Demonstrate an understanding of syllables.
6. Demonstrate and produce rhyming words.
7. Demonstrate understanding of spoken words.
8. Read high-frequency sight words.
9. Demonstrate the structure of a sentence, i.e. upper and lowercase letters and end punctuation when writing.
10. Blend initial, medial, and final sounds to decode words.
11. Recognize that each syllable must have a vowel sound to determine number of syllables.
12. Work collaboratively with diverse partners about first grade topics.
13. Spell words with conventional spelling correctly.
14. Use knowledge of phonics to spell untaught words phonetically.
15. Print all upper and lower case letters.
16. Participate in class discussions following class rules.
17. Describe characters, settings and major events in a story using details from the story.
18. Compare and contrast experiences of characters in stories.
19. Describe the connections between characters, events or ideas in a story.

20. Demonstrate understanding of the organization and basic features of print.
21. Recognize the distinguishing features of a sentence.
22. Apply grade-level phonics and word analysis skills in decoding words.
23. Isolate and pronounce initial, medial, and final sounds in spoken words.
24. Understand the spelling-sound correspondence for common consonant digraphs.
25. Recognize and read grade-appropriate irregularly spelled words.
26. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
27. With support from peers and adults, focus on a topic and strengthen writing as needed.
28. With support from peers and adults, recall information from experiences or gather information from sources to answer a question.
29. Cooperative exchanges through multiple exchanges.
30. Ask and answer questions about key details in a text when read aloud, presented orally or through other media.
31. Ask and answer questions about what a speaker says in order to gather additional information or clarify information that is not understood.
32. Describe people, places, things and events with relevant details expressing ideas and feelings.
33. Add drawings or other visual displays to descriptions.
34. Produce complete sentences when appropriate to task and situation.
35. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
36. Produce complex sentences in response to prompts.
37. Determine the meaning of unknown and multiple meaning words and phrases based on first grade reading content.
38. Use sentence level context as a clue to the meaning of a word or phrase.
39. Write a narrative essay that recounts two or more appropriate sequenced events.
40. Use frequently occurring conjunctions.
41. Use determiners.

Assessments:

- ✓ PASI
- ✓ Fountas & Pinnell
- ✓ AIMSweb Progress Monitor
- ✓ Michael Heggerty
- ✓ Quizzes
- ✓ Common Assessments
- ✓ Basal Assessment

First Grade

Quarter: 2

Essential Questions:

1. How will students identify main idea and key details in both fiction and non-fiction?
2. How will students retell stories using literary to compare elements in informational text?
3. How are types of texts different from one another?
4. How can the students write a nonfiction piece about something they know about?
5. How are two books about the same topic; the same and how are they different?

Common Core Standards:

Literature Skills

- 1.RL.1 :** Ask and answer questions about key details in a text.
- 1.RL.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3 :** Describe characters, settings, and major events in a story, using key details.
- 1.RL.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.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.
- 1.RL.6:** Identify who is telling the story at various points in a text.
- 1.RL.7 :** Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL. 9:** Compare and contrast the adventures and experiences of characters in stories.
- 1.RL.10:** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Informational Text

- 1.RI.1:** Ask and answer questions about key details in a text.
- 1.RI.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.5:** Know and use various text features to locate key facts or information in a text.
- 1.RI.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.7:** Use the illustrations and details in a text to describe its key ideas.

1.RI.8: Identify the reasons an author gives to support points in text.

1.RI.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)

1.RI.10: With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills

1.RF.1: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence.

1.RF.2: Demonstrate understanding of spoken words, syllables, and sounds.

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds, including consonant blends.
- c. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.

1.RF.3: Know and apply grade level phonics and word analysis skills in decoding words.

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

1.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

1.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.

1.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.

1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

1.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

1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.4: Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.

1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.SL.6: Produce complete sentences when appropriate to task and situation.

Language

1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper and lower case letters
- b. Use common, proper, and possessive nouns.
- c. Use frequently occurring conjunctions.
- d. Use determiners.
- e. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in

response to prompts.

- 1.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 1.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.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Identify frequently occurring root words and their inflectional forms.

Essential Vocabulary:

Details	Compare	Collaborate	Decode	Orally	Uppercase	Narratives
Key details	Illustrations	Distinguish	Initial	Media	Lowercase	Differences
Retell	Events	Print	Medial	Clarify	Capitalization	Similarities
Demonstrate	Connections	Support	Final	Visual	Punctuation	Digital Tools
Describe	Facts	Syllables	Collaborate	Thoughts	Spelling Patterns	Consonant Digraphs
Character	Features	Sounds	Purpose	Feelings	Phonetically	Inflectional Ending
Setting	Recognize	Consonant Blends	Expression	Prose	Strategies	Informative
Contrast	Conversation	Blending	Recall	Poetry	Conventions	Explanatory
Common Nouns	Possessive Nouns	Proper Nouns	Root Words	Inflectional		

Students Will Be Able To:

- Ask and answer questions about key details in a selection.
- Retell stories to include a description of characters, setting, problem and solutions.
- Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- Know the spelling-sound correspondences for common consonant digraphs.
- Use singular and plural nouns with matching verbs in basic sentences
- Use verbs to convey a sense of past, present, and future.
- Capitalize dates and names of people.

8. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
9. Use sentence-level context as a clue to the meaning of a word or phrase.
10. Ask questions to clear up any confusion about the topics and texts under discussion.
11. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
12. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Assessments:

1. PASI
2. Fountas & Pinnell
3. AIMSweb Progress Monitor
4. Michael Heggerty
5. Quizzes
6. Common Assessments
7. Basal Assessment

First Grade

Quarter: 3

Essential Questions:

10. How can talking about important parts of the story help students understand the books they read?
11. What are the features of nonfiction books? How do the students use them to find information?
12. How do the students use the pictures and details in a book to help them identify the key ideas?
13. How can the students use spelling rules to help them read words?
14. How can students write a nonfiction piece about something they know about?
15. How will students integrate knowledge and ideas to compare and contrast text?
16. How can students use the craft and structure of nonfiction to explore word usage?
17. How can students learn about topics and books by talking to their classmates? What rules will we follow while doing this?
18. How can the students use different kinds of sentences in their writing and speaking?
19. How does knowing common spelling patterns help the students spell words correctly?
20. What strategies can the students use to help them figure out what an unknown word or phrase mean?

Common Core Standards:

Literature Skills

- 1.RL.1** : Ask and answer questions about key details in a text.
- 1.RL.2**: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- 1.RL.3** : Describe characters, settings, and major events in a story, using key details.
- 1.RL.4**: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.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.
- 1.RL.6**: Identify who is telling the story at various points in a text.
- 1.RL.7** : Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9**: Compare and contrast the adventures and experiences of characters in stories.
- 1.RL.10**: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Informational Text

- 1.RI.1:** Ask and answer questions about key details in a text.
- 1.RI.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.RI.5:** Know and use various text features to locate key facts or information in a text.
- 1.RI.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.7:** Use the illustrations and details in a text to describe its key ideas.
- 1.RI.8:** Identify the reasons an author gives to support points in text.
- 1.RI.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)
- 1.RI.10:** With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills

- 1.RF.1:** Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence.
- 1.RF.2:** Demonstrate understanding of spoken words, syllables and sounds.
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds, including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds.
- 1.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final –e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

1.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

1.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.

1.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.

1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

1.W.7: Participate in shared research and writing projects (e.g., “how-to” books)

1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

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

- d. 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).
- e. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- f. Ask questions to clear up any confusion about the topics and texts under discussion

1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.4: Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.

- 1.SL.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.SL.6:** Produce complete of the conventions of standard English grammar and usage when writing or speaking.
- a. Print all upper and lower case letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use personal, possessive, and indefinite pronouns.
 - d. Use frequently occurring adjectives.
 - e. Use frequently occurring conjunctions.
 - f. Use determiners.
 - g. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- 1.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 1.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. Identify frequently occurring root words and their inflectional forms.
- 1.L.5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words into categories to gain a sense of the concepts the categories represent.
 - b. Define words by category and by one or more key attributes.
 - c. Identify real-life connections between words and their use.

Essential Vocabulary:

Details	Compare	Collaborate	Decode	Orally	Uppercase	Narratives
Key details	Illustrations	Distinguish	Initial	Media	Lowercase	Differences
Retell	Events	Print	Medial	Clarify	Capitalization	Similarities
Demonstrate	Connections	Support	Final	Visual	Punctuation	Categorize

Describe	Facts	Syllables	Collaborate	Thoughts	Spelling patterns	Consonant Digraphs
Character	Features	Sounds	Purpose	Feelings	Phonetically	Inflectional Ending
Setting	Recognize	Consonant Blends	Expression	Prose	Strategies	Informative
Contrast	Conversation	Blending	Recall	Poetry	Conventions	Explanatory
Digital Tools	Common Nouns	Possessive Nouns	Proper Nouns	Root Words	Inflectional	Clarify
Personal Pronouns		Possessive Pronouns		Indefinite Pronouns		Adjectives

Students Will Be Able To:

42. Ask and answer questions about key details in a selection.
43. Retell stories to include a description of characters, setting, problem and solutions.
44. Read grade level text with sufficient accuracy and fluency to support comprehension.
45. Use details, events, and illustrations to demonstrate understanding of text.
46. Demonstrate an understanding of syllables.
47. Demonstrate and produce rhyming words.
48. Demonstrate understanding of spoken words.
49. Read high-frequency sight words.
50. Demonstrate the structure of a sentence, i.e. upper and lowercase letters and end punctuation when writing.
51. Blend initial, medial, and final sounds to decode words.
52. Recognize that each syllable must have a vowel sound to determine number of syllables.
53. Work collaboratively with diverse partners about first grade topics.
54. Spell words with conventional spelling correctly.
55. Use knowledge of phonics to spell untaught words phonetically.
56. Print all upper and lower case letters.
57. Participate in class discussions following class rules.
58. Describe characters, settings, and major events in a story using details from the story.
59. Compare and contrast experiences of characters in stories.
60. Describe the connections between characters, events, or ideas in a story.
61. Demonstrate understanding of the organization and basic features of print.
62. Recognize the distinguishing features of a sentence.
63. Apply grade-level phonics and word analysis skills in decoding words.
64. Isolate and pronounce initial, medial, and final sounds in spoken words.
65. Understand the spelling-sound correspondence for common consonant digraphs.
66. Recognize and read grade-appropriate irregularly spelled words.
67. Use context to conform or self-correct word recognition and understanding, rereading as necessary.

68. With support from peers and adults, focus on a topic and strengthen writing as needed.
69. With support from peers and adults, recall information from experiences or gather information from sources to answer a question.
70. Cooperative exchanges through multiple exchanges.
71. Ask and answer questions about key details in a text when read aloud, presented orally or through other media.
72. Ask and answer questions about what a speaker says in order to gather additional information or clarify information that is not understood.
73. Describe people, places, things, and events with relevant details expressing ideas and feelings.
74. Add drawings or other visual displays to descriptions.
75. Produce complete sentences when appropriate to task and situation.
76. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
77. Produce complex sentences in response to prompts.
78. Determine the meaning of unknown and multiple meaning words and phrases based on first grade reading content.
79. Use sentence level context as a clue to the meaning of a word or phrase.
80. Write a narrative essay that recounts two or more appropriate sequenced events.
81. Use frequently occurring conjunctions.
82. Use determiners.
83. Explain major differences between books that tell stories and books that give information.
84. Identify who is telling the story at various points in a text.
85. Identify basic similarities in and differences between two texts on the same topic.
86. Distinguish long from short vowel sounds in spoken single-syllable words.
87. Distinguish long from short vowel sounds spoken in single syllable words.
88. Know the spelling-sound relationship for common digraphs.
89. Decode two syllable words following basic patterns.
90. Read words with inflectional endings.
91. Write informative/explanatory texts in which they name a topic, some facts about a topic and provide a sense of closure.
92. With support from adults, use a variety of digital tools to produce and publish writing.
93. Ask and answer questions about key details in a text.
94. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
95. Identify the reasons an author gives to support points in a text.
96. Segment spoken single-syllable words into their complete sequence of individual sounds.
97. Know final –e and common vowel team conventions for representing long vowel sounds.
98. Participate in shared research and writing projects (e.g., “how to”) books.
99. Use personal, possessive and indefinite pronouns.

100. Use frequently occurring adjectives.
101. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
102. Sort words into categories.
103. Define words by category and by one or more attributes.
104. Identify real-life connections between words and their use.

Assessments:

1. AIMSweb Benchmark/Progress Monitoring
2. 95% PSI Progress Monitoring
3. Local Writing Assessment
4. 1-on-1 Conferences with classroom teacher
5. Teacher Observations
6. Common Assessments
7. Basal Assessments
8. Common Grade Level Assessments

First Grade

Quarter: 4

Essential Questions:

1. How can students use the pictures and details in our stories to describe characters, setting, or events?
2. How can asking and answering questions help the students learn new words?
3. How are long and short vowel sounds in words different from one another?
4. How can students blend and separate sounds to make words?
5. How can integrating knowledge and ideas to track character development?
6. What strategies can students use to identify the author's purpose?
7. What tools can the students use to publish their writing?
8. How can students share with classmates in a way that they will understand and enjoy what they want to say?
9. How do the students use capital letters and punctuation when writing?
10. How do students use letters and letter sounds to spell unknown words in writing?
11. How can students write an opinion piece on a topic or a book that they have read?

Common Core Standards:

Literature Skills

1.RL.1 : Ask and answer questions about key details in a text.

1.RL.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.RL.3 : Describe characters, settings, and major events in a story, using key details.

1.RL.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.RL.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.

1.RL.6: Identify who is telling the story at various points in a text.

1.RL.7 : Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.9: Compare and contrast the adventures and experiences of characters in stories.

1.RL.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Informational Text

- 1.RI.1:** Ask and answer questions about key details in a text.
- 1.RI.2:** Identify the main topic and retell key details of a text.
- 1.RI.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- 1.RI.5:** Know and use various text features to locate key facts or information in a text.
- 1.RI.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.7:** Use the illustrations and details in a text to describe its key ideas.
- 1.RI.8:** Identify the reasons an author gives to support points in text.
- 1.RI.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)
- 1.RI.10:** With prompting and support, read informational texts appropriately complex for grade 1.

Foundational Skills

- 1.RF.1:** Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence.
- 1.RF.2:** Demonstrate understanding of spoken words, syllables and sounds.
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds, including consonant blends.
 - c. Isolate and pronounce, the initial, medial vowel, and final sounds in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds.
- 1.RF.3:** Know and apply grade level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final –e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.

- 1.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

- 1.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 senses of closure.
- 1.W.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- 1.W.3:** Write narratives in which they recount two or more appropriately sequences events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 1.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.
- 1.W.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 1.W.7:** Participate in shared research and writing projects (e.g., “how-to” books)
- 1.W.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

- 1.SL.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 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).
 - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion
- 1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

1.SL.4: Describe people, places, things, and events with relevant details expressing ideas and feelings clearly.

1.SL.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1.SL.6: Produce complete sentences when appropriate to task and situation.

Language

1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper and lower case letters
- b. Use common, proper, and possessive nouns.
- c. Use personal, possessive, and indefinite pronouns.
- d. Use verbs to convey a sense of past, present, an future.
- e. Use frequently occurring adjectives.
- f. Use frequently occurring conjunctions.
- g. Use determiners.
- h. Use frequently occurring prepositions.
- i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

1.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. Identify frequently occurring root words and their inflectional forms.

1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words in categories to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes.
- c. Identify real-life connections between words and their use.

d. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meaning.

1.L.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring to signal simple relationships.

Essential Vocabulary:

Details	Compare	Collaborate	Decode	Orally	Uppercase	Narratives
Key details	Illustrations	Distinguish	Initial	Media	Lowercase	Differences
Retell	Events	Print	Medial	Clarify	Capitalization	Similarities
Demonstrate	Connections	Support	Final	Visual	Punctuation	Categorize
Describe	Facts	Syllables	Collaborate	Thoughts	Spelling patterns	Consonant Diagraphs
Character	Features	Sounds	Purpose	Feelings	Phonetically	Inflectional Ending
Setting	Recognize	Consonant Blends	Expression	Prose	Strategies	Informative
Contrast	Conversation	Blending	Recall	Poetry	Conventions	Explanatory
Digital Tools	Common Nouns	Possessive Nouns	Proper Nouns	Root Words	Inflectional	Clarify
Personal Pronouns		Possessive Pronouns		Indefinite Pronouns		Adjectives
Opinion	Verbs	Prepositions	Main Topic			

Students Will Be Able To:

1. Ask and answer questions about key details in a selection.
2. Retell stories to include a description of characters, setting, problem and solutions.
3. Read grade level text with sufficient accuracy and fluency to support comprehension.
4. Use details, events and illustrations to demonstrate understanding of text.
5. Demonstrate an understanding of syllables.
6. Demonstrate and produce rhyming words.
7. Demonstrate understanding of spoken words.
8. Read high-frequency sight words.
9. Demonstrate the structure of a sentence, i.e. upper and lowercase letters and end punctuation when writing.
10. Blend initial, medial, and final sounds to decode words.
11. Recognize that each syllable must have a vowel sound to determine number of syllables.
12. Work collaboratively with diverse partners about first grade topics.
13. Spell words with conventional spelling correctly.
14. Use knowledge of phonics to spell untaught words phonetically.
15. Print all upper and lower case letters.
16. Participate in class discussions following class rules.

17. Describe characters, settings and major events in a story using details from the story.
18. Compare and contrast experiences of characters in stories.
19. Describe the connections between characters, events or ideas in a story.
20. Demonstrate understanding of the organization and basic features of print.
21. Recognize the distinguishing features of a sentence.
22. Apply grade-level phonics and word analysis skills in decoding words.
23. Isolate and pronounce initial, medial, and final sounds in spoken words.
24. Understand the spelling-sound correspondence for common consonant digraphs.
25. Recognize and read grade-appropriate irregularly spelled words.
26. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
27. With support from peers and adults, focus on a topic and strengthen writing as needed.
28. With support from peers and adults, recall information from experiences or gather information from sources to answer a question.
29. Cooperative exchanges through multiple exchanges.
30. Ask and answer questions about key details in a text when read aloud, presented orally or through other media.
31. Ask and answer questions about what a speaker says in order to gather additional information or clarify information that is not understood.
32. Describe people, places, things and events with relevant details expressing ideas and feelings.
33. Add drawings or other visual displays to descriptions.
34. Produce complete sentences when appropriate to task and situation.
35. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
36. Produce complex sentences in response to prompts.
37. Determine the meaning of unknown and multiple meaning words and phrases based on first grade reading content.
38. Use sentence level context as a clue to the meaning of a word or phrase.
39. Write a narrative essay that recounts two or more appropriate sequenced events.
40. Use frequently occurring conjunctions.
41. Use determiners.
42. Explain major differences between books that tell stories and books that give information.
43. Identify who is telling the story at various points in a text.
44. Identify basic similarities in and differences between two texts on the same topic.
45. Distinguish long from short vowel sounds in spoken single-syllable words.
46. Distinguish long from short vowel sounds spoken in single syllable words.
47. Know the spelling-sound relationship for common digraphs.
48. Decode two syllable words following basic patterns.

49. Read words with inflectional endings.
50. Write informative/explanatory texts in which they name a topic, some facts about a topic and provide a sense of closure.
51. With support from adults, use a variety of digital tools to produce and publish writing.
52. Ask and answer questions about key details in a text.
53. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
54. Identify the reasons an author gives to support points in a text.
55. Segment spoken single-syllable words into their complete sequence of individual sounds.
56. Know final –e and common vowel team conventions for representing long vowel sounds.
57. Participate in shared research and writing projects (e.g., “how to”) books.
58. Use personal, possessive and indefinite pronouns.
59. Use frequently occurring adjectives.
60. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
61. Sort words into categories.
62. Define words by category and by one or more attributes.
63. Identify real-life connections between words and their use.
64. Identify the main topic and retell key details of a text.
65. Write an opinion piece in which they introduce the topic, state an opinion, supply a reason for the opinion and provide some sense of closure.
66. Use verbs to convey a sense of past, present and future.
67. Use singular and plural nouns with matching verbs in basic sentences.
68. Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.
69. 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.

Assessments:

1. AIMSweb Benchmark/Progress Monitoring
2. 95% PSI Progress Monitoring
3. Local Writing Assessment
4. 1-on-1 Conferences with classroom teacher
5. Teacher Observations
6. Common Assessments
7. Basal Assessments
8. Common Grade Level Assessments