

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Print Concepts	CC1.1.1.B	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence. 	<p>Big Books Trade Books Leveled Texts Hands on Activities and Games Sentence Charts Computer / Technology</p>	<p>80% achievement Recognize a sentence, its beginning and ending.</p>	<p>Teacher formative assessments and observations.</p> <p>Task performance</p> <p>Check Lists</p>
Phonological Awareness	CC1.1.1.C	<p>Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <ul style="list-style-type: none"> Distinguish long from short vowels sounds in spoken single –syllables and sounds (phonemes). Count, pronounce, blend, and segment syllables in spoken and written words. Orally produce single – syllable words, including consonant blends and digraphs. Isolate and pronounce initial, medial vowels, and final sounds (phonemes in 	<p>95% Group or other district approved phonics program. District text book Hands on activities and games Music Worksheets Crafts Classroom Visuals Computer Technology</p>	<p>80% achievement of objectives Mastery Goal: October</p>	<p>95% group screener and assessment tools.</p> <p>Teacher formative evaluations and observations.</p> <p>Self-evaluation</p> <p>Check lists</p>

		<p>spoken single syllable words.</p> <ul style="list-style-type: none"> ● Add or substitute individual sounds (phonemes in one syllable words to make new words. 			
Phonics and Word Recognition	CC.1.1.1.D	<p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> ● Identify common consonant digraphs, final-e, and common vowel teams. ● Decode one and two syllable words with common patterns. ● Read grade level words with inflectional endings. ● Read grade appropriate irregularly spelled words. 	<p>95% Group or other district approved phonics program. District text book Leveled Texts Hands on activities and games Music Worksheets Crafts Computer Technology Word Wall</p>	<p>Mastery of the following at 80% proficiency:</p> <ul style="list-style-type: none"> ● CVC words ● CCVC ● CVCC ● -VCe <p>Inflectional endings –ed, -ing Blends and Digraphs</p> <p>Dolch sight words – pre primer, primer, Grade 1, 2 and 3 lists.</p> <p><u>Introduction to the following:</u> Vowel teams, Open vowels r-controlled vowels vowel variants diphthongs Prefixes un-, re- Homophones Homonyms</p>	<p>95% group screener and assessment tools.</p> <p>Dibels</p> <p>Performance based assessments</p> <p>Check lists</p>
Fluency	CC.1.1.1.E	<p>Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> ● Read on-level text with purpose and understanding. 	<p>Big Books District Textbook Guided Reading Texts Classroom Library Readers Theatre Poetry</p>	<p>80% mastery using evaluation tools.</p>	<p>Dibels</p> <p>DRA</p>

		<ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 			<p>Performance based assessments/ projects / rubrics</p> <p>Self-assessment</p>
--	--	--	--	--	---

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension , making connections among ideas and between texts with focus on textual evidence.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Key Ideas and Details - <u>Main Idea</u>	CC.1.2.1.A	Identify the main idea and retell key details and text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% mastery – identify and retell main idea and key details.	DRA Performance based assessments Standardized assessments
Key Ideas and Details - <u>Text Analysis</u>	CC.1.2.1.B CC.1.2.1.C	Answer questions about key details in text. Describe connection between two individual, events, ideas, or pieces of information in a text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% mastery – answer questions and describe connections with text.	DRA Performance bases assessments Standardized assessments
Craft and Structure – Point of View	-----	Identify the author’s purpose.	Big Books Trade Books	80% demonstration of identification of author’s purpose.	DRA

			District Text Book & materials Leveled Texts		Performance based assessment. Standardized assessments.
Craft and Structure – <u>Text Structure</u>	CC.1.2.1.E	Use various text features and search tools to locate key facts or information in a text.	Big Books Trade Books District text Book & materials Leveled Texts	80% demonstration of using text features and search tools to locate key facts or information in text.	Performance based assessments.
Craft and Structure - <u>Vocabulary</u>	CC.1.2.1.F	Ask and answer question to help determine or clarify the meaning of words and phrases in text.	Big Books Trade Books District Text Book & materials Leveled Texts Poetry	80% demonstration of using questions to clarify text.	Performance based assessment.
Integration of Knowledge and Ideas – <u>Diverse Media</u>	CC.1.2.1.G	Use the illustration and details in a text to describe its key ideas.	Big Books Trade Books District Text Book Leveled Texts Graphic Organizers	80% demonstration of use of illustrations and details to describe key ideas	Performance based assessment.
Integration of Knowledge and Ideas – <u>Evaluating Arguments</u>	CC.1.2.K.H	Identify the reasons an author gives to support points in a text. (ex: Highlight evidence in text, prove it)	Big Books Trade Books District Text Book & Materials. Leveled Texts	80% demonstration of standard	DRA Performance based assessment.
Integration of Knowledge and Ideas – <u>Analysis Across Texts</u>	CC.1.2.1.I	Identify basic similarities and differences between two texts on the same topic.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of compare and contrast.	Performance based assessments.
Vocabulary Acquisition and Use.	CC.1.2.1.J CC.1.2.1.K	Use words and phrases acquired through conversations, reading and being read to, and responding to text, including words that signal connections and relationships between the words and phrases.	Big Books Trade Books District Text Book & materials Leveled Texts Word wall / classroom visuals	80% demonstration of objectives.	Performance based assessments. Standardized assessments.

		Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content.			
Range of Reading	CC.1.2.1.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of reading and comprehension.	DRA Performance based assessments. Self-assessment

1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Key Ideas and Details - <u>Theme</u>	CC.1.3.1.A	Retell stories including key details and demonstrate understanding of their central message or lesson.	Big Books Trade Books District Text Book & materials Leveled Texts Graphic Organizers	80% demonstration of story retell, main idea.	DRA Performance Based Assessments Standardized assessments.
Key Ideas and Details - <u>Text Analysis</u>	CC 1.3.1.B	Ask and answer questions about key details in a text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objective.	DRA Performance Based Assessments Standardized assessments.

Key Ideas and Details - <u>Literary Elements</u>	CC.1.3.1.C	Describe characters, settings, and major events in a story, using key details.	Big Books Trade Books District Text Book & materials Leveled Texts Graphic Organizers	80% demonstration of objectives	DRA Performance based assessments. Standardized assessments.
Craft and Structure – <u>Point of View</u>	CC.1.3.1.D	Identify who is telling the story at various points in a text.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objective.	Performance based assessments.
Craft and Structure – <u>Text Structure</u>	CC.1.3.1.E	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.	Big Books Trade Books District Text Book & materials Leveled Texts Graphic Organizers	80% demonstration of knowledge of differences between non-fiction and fiction text.	Performance based assessments
Craft and Structure - <u>Vocabulary</u>	CC.1.3.1.F	Identify words and phrases in stories or poems that suggest feelings or appeal to the sense.	Big Books Trade Books District Text Book & materials Leveled Texts Poetry	80% demonstration of objective.	Performance based assessments
Integration of Knowledge of Ideas - <u>Sources of Information</u>	CC.1.3.1.G	Use illustrations and details in a story to describe characters, setting or events.	Big Books Trade Books District Text Book & materials Leveled Texts Graphic Organizers	80% demonstration of objective.	Performance based assessments Standardized assessments
Integration of Knowledge of Ideas – <u>Text Analysis</u>	CC.1.3.1.H	Compare and contrast the adventures and experiences of characters in stories.	Big Books Trade Books District Text Book & materials	80% demonstration of objective.	Performance Based Assessments.

			Leveled Texts Graphic Organizers		
Vocabulary <u>Acquisition and Use Strategies</u>	CC.1.3.1.I	Determine or clarify the meaning of unknown or multiple – meaning words and phrases based upon grade level reading and content.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objective.	Performance Based Assessments Standardized Assessments
Vocabulary <u>Acquisition and Use</u>	CC.1.3.1.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts including words that signal connections and relationships between the words and phrases.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objective.	DRA Performance Based Assessments
Range of Reading	CC.1.3.1.K	Read and comprehend literature on grade level, reading independently and proficiently.	Big Books Trade Books District Text Book & materials Leveled Texts	80% demonstration of objective.	DRA Performance based Assessments Standardized Assessments

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	
Informative / Explanatory	CC.1.4.1.A	Write informative / explanatory texts to examine	SMART board / visuals	80% demonstration of objective.	Rubric

		a topic and convey ideas and information.	Word Walls Journals District Writing Program		Writing Portfolios / Examples
Informative / Explanatory – <u>focus</u>	CC.1.4.K.B	Identify and write about one specific topic.	SMART board / visuals Word Walls Journals Graphic Organizers District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Informative / Explanatory - <u>content</u>	CC.1.4.1.C	Develop the topic with two or more facts.	SMART board / visuals Word Walls Journals Graphic Organizers District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Informative / Explanatory - <u>Organization</u>	CC.1.4.1.D	Group information and provide some sense of closure.	SMART board / visuals Word Walls Journals District Writing Program Graphic Organizers	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Informative / Explanatory - <u>Style</u>	CC.1.4.1.F	Choose words and phrases for effect.	SMART board / visuals Word Walls District Writing Program Journals	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Informative/ Explanatory <u>Conventions of Language</u>	CC.1.4.1.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. <ul style="list-style-type: none"> ● Capitalize first word in a sentence, 	SMART board / visuals Word Walls Journals Visuals Hands on activities and Games.	80% demonstration of objective. Capitalize first word in a sentence, pronoun I, dates and names of people	Rubric Writing Portfolios / Examples

		<p>pronoun I, dates and names of people.</p> <ul style="list-style-type: none"> • Use end punctuation; use commas in dates and words in a series. • Spell words drawing on common spelling patterns; phonemic awareness and spelling conventions. 	District Writing Program	<p>Use end punctuation; use commas in dates and words in a series.</p> <p>Spell words drawing on common patterns; phonemic awareness and spelling conventions.</p>	
Opinion / Argumentative	CC.1.4.1.G	Write opinion pieces on a familiar topic.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Opinion / Argumentative - <u>Focus</u>	CC.1.4.1.H	Form an opinion by choosing among given topics.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Opinion / Argumentative - <u>Content</u>	CC.1.4.1.I	Support the opinion with reasons related to the opinion.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Opinion / Argumentative - <u>Organization</u>	CC.1.4.1.J	Create an organizational structure that includes reasons and provides some sense of closure.	SMART board / visuals Word Walls Journals District Writing Program.	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Opinion / Argumentative	CC.1.4.1.K	Use a variety of words and phrases.	SMART board / visuals	80% demonstration of objective.	Rubric

<u>Style</u>			Word Walls Journals District Writing Program.		Writing Portfolios / Examples
Opinion / <u>Argumentative Conventions of Language</u>	CC. 1.4.1.L	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	SMART board / visuals Word Walls Journals District Writing Program.	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Narrative	CC.1.4.1.M	Use narratives to develop real or imagined experiences of events.	SMART board / visuals Word Walls Journals District Writing Program.	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Narrative - <u>Focus</u>	CC.1.4.1.N	Establish “who” and “what” the narrative will be about.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Narrative - <u>Content</u>	CC1.4.1.O	Include thoughts and feelings to describe experiences and events.	SMART board / visuals Word Walls Journals District Writing Program.	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Narrative - <u>Organization</u>	CC1.4.1.P	Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.	SMART board / visuals Word Walls Journals District Writing Program Graphic organizers	80% demonstration of objective.	Rubric Writing Portfolios / Examples

Narrative - <u>Style</u>	CC.1.4.1.Q	Use a variety of words and phrases.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Narrative - <u>Conventions of Language</u>	CC.1.4.1.R	Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize first word in a sentence and pronoun I, dates and names of people. • Use end punctuation; use commas in dates and words in a series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions. 	SMART board / visuals Word Walls Journals District Writing Program Classroom visuals	80% demonstration of objective. Capitalize the first word in a sentence, pronoun I, dates and names of people. Use end punctuation; commas in dates and words in a series Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	Rubric Writing Portfolios / Examples
Production and Distributions of Writing – <u>Writing Process</u>	CC.1.4.1.T	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples Conferences Self and Peer Assessment
Technology and Publications	CC.4.1.U	With guidance and support, use a variety of digital tools to produce and publish	SMART board / visuals Word Walls	80% demonstration of objective.	Rubric

		writing including collaboration with peers.	Journals District Writing Program		Writing Portfolios / Examples
Conducting Research	CC1.4.1.V	Participate in individual or shared research and writing projects.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Credibility, Reliability, and Validity of Sources	CC.1.4.1.W	With guidance and support, recall information from experiences or gather information from provided sources to answer questions.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples
Range of Writing	CC1.4.1.X	Write routinely extended time frames.(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline – specific tasks, purposes and audiences.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objective.	Rubric Writing Portfolios / Examples

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	
Comprehension and Collaboration – <u>Collaborative Discussion</u>	CC.1.5.1.A	Participate in collaborative conversations with peers and adults in small and large groups.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives.	Teacher observation Performance based assessments. Rubrics

Comprehension and Collaboration – <u>Critical Listening</u>	CC.1.5.1.B	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives.	Teacher observation Performance based assessments. Rubrics
Comprehension and Collaboration - <u>Evaluating Information</u>	CC.1.5.1.C	Ask and answer a question about what a speaker says in order to gather additional information or clarify something that is not understood.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives.	Teacher observation Performance based assessments. Rubrics
Presentation of Knowledge and Ideas - <u>Purpose, Audience and Task</u>	CC.1.5.1.D	Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives.	Teacher observation Performance based assessments. Rubrics
Presentation of Knowledge and Ideas - <u>Context</u>	CC.1.5.1.E	Produce complete sentences when appropriate to task and situation.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives.	Teacher observation Performance based assessments. Rubrics
Integration of Knowledge and Ideas - <u>Multimedia</u>	CC.1.5.1.F	Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	Guided reading Large group lessons Small group projects Partner projects Author’s Chair District Writing Program.	80% demonstration of objectives.	Teacher observation Performance based assessments. Rubrics
Conventions of Standard English	CC.1.5.1.G	Demonstrate command of the conventions of standard English when speaking based on grade level 1 content.	Guided reading Large group lessons Small group projects Partner projects Author’s Chair	80% demonstration of objectives.	Teacher observation Performance based assessments. Rubrics

