1/16/2013

NORTH
SMITHFIELD
SCHOOL
DEPARTMENT

ENGLISH LANGUAGE ARTS CURRICULUM GRADE 1

Elementary School

Curriculum Writers: Kerri Gaulin, Tracy Lafreniere, and Tara Williams

he North Smithfield School Department English Language Arts Curriculum for grades K-12 was completed in June 2012 by a K-12 team of teachers. The team, identified as the English Language Arts Task Force and English Language Arts Curriculum Writers, referenced a variety of resources to design the document that included:

- Common Core Standards for English Language Arts
- Common Core State Standards for English Language Arts, Appendix A
- Understanding Common Core State Standards, Kendall
- PARCC Model Content Frameworks
- Numerous state curriculum Common Core frameworks, e.g. Ohio Department of Education
- Classroom Instruction That Works
- Best Practice, New Standards for Teaching and Learning in America's Schools
- Common Core Curriculum Maps
- Differentiated Instructional Strategies
- Goals for the district

Mission Statement

North Smithfield School Department is committed to engaging and challenging all students in a rigorous K-12 ELA curriculum integrating reading, writing, listening, and speaking to ensure the continued success of all students in a global and technological society

The North Smithfield School Department English Language Arts Curriculum identifies what students should know and be able to do in English Language Arts. Each grade or course includes Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (CCSS), grade level tasks, teacher notes, best practice instructional strategies, resources, map (or suggested timeline), rubrics, checklists, and common formative and summative assessments.

COMMON CORE STATE STANDARDS

The Common Core State Standards (CCSS) anchor standards include:

- College and Career Readiness Anchor Standards for Reading
 - Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge
 - Range of Reading
- College and Career Readiness Anchor Standards for Writing
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing
- College and Career Readiness Anchor Standards for Speaking and Listening
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- College and Career Readiness Anchor Standards for Language
 - o Conventions of Standard English
 - Knowledge of Language
 - Vocabulary Acquisition and Use

The North Smithfield School Department Common Core English Language Arts Curriculum provides all students with a sequential comprehensive education in English Language Arts through the study of:

- Reading (literary and Informational)
- Writing
- Speaking and Listening
- Language

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RESEARCH-BASED INSTRUCTIONAL STRATEGIES

The North Smithfield School Department Common Core English Language Arts Curriculum provides a list of research-based **best practice instructional strategies** that the teacher may model and/or facilitate. It is suggested the teacher:

North Smithfield School Department

- Use formative assessment to guide instruction
- Use constructive and extended responses
- Use Classroom Instruction That Works Strategies:
 - Setting objectives and providing feedback
 - Reinforcing effort and providing recognition
 - Cooperative learning
 - Cues, questions, and advance organizers
 - o Nonlinguistic representations
 - Summarizing and note taking
 - Assigning homework and providing practice
 - Identifying similarities and differences
 - Generating and testing hypotheses
 - Provide opportunities for independent, partner and collaborative group work
- Differentiate instruction by varying the content, process, and product and providing opportunities for:
 - 5-3-1 strategy
 - o anchoring
 - cubing
 - jig-sawing
 - pre/post assessments
 - o tiered assignments
- Address multiple intelligences instructional strategies, e.g. visual, bodily kinesthetic, interpersonal
- Provide opportunities for higher level thinking: Webb's Depth of Knowledge, 2,3,4, skill/conceptual understanding, strategic reasoning, extended reasoning
- Facilitate integration of the Applied Learning Standards (SCANS):
 - o communication
 - critical thinking
 - problem solving
 - o reflection/evaluation
 - research
- Model the use of graphic organizers:
 - o sequence organizers (chains, cycle),
 - concept development (mind map),
 - compare/contrast organizers (Venn diagrams, comparison charts),
 - o organizers (word web, concept map),
 - evaluation organizers (charts, scales),
 - categorize/classify organizers (categories, tree)
 - relational organizers (fish bone, pie chart)
- Employ best practice reading strategies
 - o read aloud
 - o think aloud
 - o shared reading
 - o guided reading
 - self-selected reading
- Model the following reading strategies
 - using prior knowledge
 - sampling a page for readability
 - o summarizing
 - o predicting and making text based inferences

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- o determining importance
- o generating literal, clarifying, and inferential questions
- constructing sensory images (making pictures in one's mind)
- making connections (text to self, text to text, and text to world)
- o taking notes
- o locating, using and analyzing text features e.g. transition words, subheadings, bold/italicized
- using text structure clues, e.g. chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical sequential
- using metacognition strategies for understanding text
- Facilitate comprehension strategies
 - making connections
 - o questioning
 - visualizing
 - o inferring
 - determining importance
 - synthesizing information
 - self-monitoring or fix-up
 - predicting
 - summarizing
- Model writers' workshop
- Facilitate
- Academic word wall
 Annotated works cited
 Article of the week
 Class discussion
 Guided reading
 Cliterature circles
 Writer's Notebook
- Book clubs o RAISE
- Employ strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)
- Provide rubrics and models

COMMON ASSESSMENTS

The North Smithfield School Department Common Core English Language Arts Curriculum includes common assessments. Required (red ink) indicates the assessment is required of all students e.g. common tasks/performance- based tasks, standardized mid-term exam, standardized final exam.

- REQUIRED COMMON ASSESSMENTS
 - o Constructed response
 - o DRA 2
 - o PALS
 - o Formative TBD
 - Summative TBD
- Common Instructional Assessments (I) used by teachers and students during the instruction of CCSS.
- Common Formative Assessments (F) used to measure how well students are mastering the content standards before taking state assessments
 - o teacher and student use to make decisions about what actions to take to promote further learning
 - o on-going, dynamic process that involves far more frequent testing
 - o serves as a practice for students
- Common Summative Assessment (S) used to measure the level of student, school, or program success
 - o DRA

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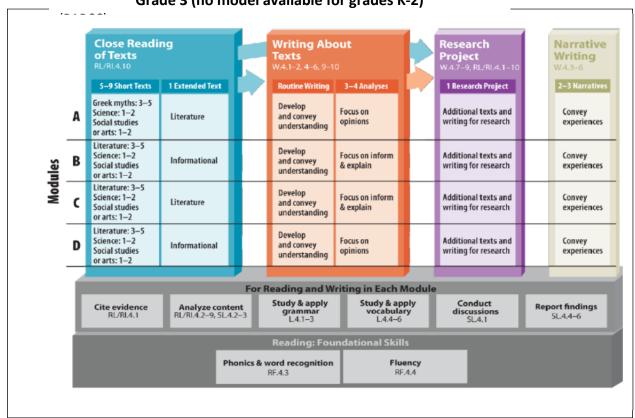
Additional assessments include:

- Anecdotal records
- Conferencing
- o Exhibits
- Interviews
- o Graphic organizers
- o Journals
- Multiple Intelligences assessments, e.g.
 - Role playing bodily kinesthetic
 - Graphic organizing visual
 - Collaboration interpersonal
- Multi-media/technology
- o Non-linguistic representations
- o Oral presentations

- o Problem/Performance based/common tasks
- RAISE responses
- o Rubrics/checklists (mathematical practice)
- Tests and guizzes
- o Technology tasks (Photo-story, Power Point, etc.)
- Think-alouds
- Writing genres
 - Arguments/ opinion
 - Information
 - Narrative
 - Research
- o Treasures Benchmark Assessments
- Weekly Running Records

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Standards organized into suggested quarter modules (PARCC) Grade 3 (no model available for grades K-2)



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RESOURCES GRADE 1

<u>Textbooks</u>

- Treasures
- Supplementary Student
- Literary
- Informational
- Core Books

Supplementary Teacher

- · Classroom Instruction That Works, McRel
- 7 Keys to Comprehension: How to Help Your Kids Read It and Get It, Zimmermann, Hutchins
- Activators: Activity Structure to Support Integration and Retention of New Learning, Research for Better Teaching, Inc.
- Common Core Curriculum Maps by Teachers for Teachers
- Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Formative Assessment and Standards-Based Grading, Classroom Strategies That Work, Marzano
- Guided Reading, Fountas and Pinnell
- · Literature Circles, Daniels
- Make It Real Strategies for Success with Informational text, Linda Hoyt
- Mosaic of Thought, Keene, Zimmerman
- · Reading Essentials, Routman
- Rhode Island Comprehensive Literary Plan (RICLP)
- Strategies that Work, Non Fiction Matters, Harvey

Supplementary Teacher Links

- CNN Student News (http://www.cnn.com/studentnews/index.html)
- Common Core Maps <u>www.commoncore.org/maps</u>
- Common Core Standards_(http://www.corestandards.org/)
- Comprehensive Assessment System: Rhode Island Criteria & Guidance http://www.ride.ri.gov/Assessment/DOCS/CAS/CAS Criteria-Guidance and Appendices-FINAL.pdf
- Discovery Education (http://my.discoveryeducation.com/)
- Diverse learners, Resources based on the Universal Design for Learning principles are available at www.cast.org
- Formative Assessment and Standards Based Grading
 - (http://www.marzanoresearch.com/reproducibles/formative_assessment.html#reproducibles)
- Grammar girl
- http://www.ride.ri.gov/Instruction/DOCS/CommonCore/DColeman-Feb29 Resources:pdf
- Library Database (Ebsco, World Book, etc.)
- · Microsoft Learning
- Ohio State Curriculum http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDefaultPage.aspx?page=1
- PARCC http://www.parcconline.org/parcc-content-frameworks
- PARCC http://www.parcconline.org/sites/parcc/files/PARCC Draft ModelContentFrameworksForEnglish LanguageArts0.pdf
- PBS Learning
- · Promethean Planet
- Shmoop

- The Teaching ChannelThinkfinity.org
- Writingfix.org
- You Tube
- www.learnzillion.com
- http://www.tcoe.org/ERS/CCSS/ELA/Bookmarks (Tulare Public Schools ELA 'bookmarks' that are half page reference sheets which define each CCSS by grade level. The 'bookmark' identifies essential skills, concepts, academic vocabulary and question stems relevant to the standard).

Reading Standards Links

- 7 Keys to Comprehension (http://www.unit5.org/hoose/brochures/Parents%20Seven%20Keys.pdf)
- Fontas and Pinnell, Instructional Level Expectations for Reading
 http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf
- Graphic Organizers (http://www.eduplace.com/graphicorganizer/)
- KWL (http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)
- Lexile Finder (http://www.lexile.com/
- Literature Circles (http://www.litcircles.org/)
- Reader's Workshop (http://www.readersworkshop.org/)
- Reading Essentials (http://www.regieroutman.com/teachingessentials/print.asp)
- RI PreK-12 Literacy Policy (http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf)
- Strategies the Work: Non Fiction Matters (http://www.mcte.org/fallwork/archive/harvey/resources.html)
- T-Chart (http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf)
- Text Structures (http://www.u-46.org/dbs/roadmap/files/comprehension/3expostext.pdf)
- Venn Diagram (http://www.eduplace.com/graphicorganizer/pdf/venn.pdf)

Writing Standards Links

- Criterion Writing Evaluation (https://criterion.ets.org/)
- Editing Checklists (http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html)
- KWL (http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf)
- References/ Citations (http://easybib.com/)
- Research, grammar http://owl.english.purdue.edu
- Teaching Argument Writing, George Hillocks, Jr.
- Write Like This, Kelly Gallagher
- · Research, grammar http://owl.english.purdue.edu
- Write Source Text (http://thewritesource.com/)

Speaking and Listening Standards Links

- Literature Circles (http://www.litcircles.org/)
- Reader's Workshop (http://www.readersworkshop.org/)

Materials

Technology

- Computer lab
- Computers
- Elmo
- Interactive boards
- LCD projectors

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STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
READING LITERATURE (RL)		Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Key Ideas and Details		RL.1.1 Ask and answer questions about key details in a text. • Literature • Treasures • "Little Red Hen"(T1 unit 2) • "Kate's Game" (T2 unit 3) • "Whistle for Willie" (T3 unit 5) • Academic Vocabulary • details • questions • ask • answer • text • information • answer • Ask questions (i wonder who, what, when) • Answer questions (who, what, why, when, where) • Give details from the texts • Read for details • Questions Stems and Prompts, e.g. • Who, what, when, where questions • Who was the story about? • What happened in the story? • What happened in the beginning, middle end of story? • What happened at the beginning, middle end of story? • What happened at the beginning, middle end of story? • Ask your partner to share a detail from the text REL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. • Literature • Treasures	RAISE Summarizing and note taking (McRel) Think Aloud SWS - Retelling Use a light-colored glove that has the five Ws (who, what, when, where, why) written on the fingers. Use this as a visual cue for students to ask and answer the five Ws of the selected text. As they share the story, they indicate by wiggling the finger of the question they are answering. Once they become confident doing this, a large graphic organizer of a glove can be used in student-led small groups. Read, Remember, Represent, Retell Students read as much as a student's hand will cover. (Modification for students who are not reading independently – The teacher reads aloud a short segment of informational text containing key detail.) Students first say to themselves what they remember about what was read. Then they draw a quick nonlinguistic representation of that	See Resource list in the introduction, p. 6 Treasures "Kate's Game" "Gram and Me" (T2 unit 3) "Little Red Hen" "Pet Tricks" (T2 unit 5) "The Kite" (T3 unit 5) "The Little Red Hen" (T1 unit 2) "Whistle and Willie" (T3 unit 5) Classroom Instruction That Works, McRel Guided Reading, Fountas and Pinnell Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf Diverse Learners:	Required Constructed response DRA 2 PALS Formative TBD Summative TBD Suggested (see assessment list in the introduction) Treasures Benchmark Assessments Weekly Running Records
		 "Little Red Hen"(T1 unit 2) "Kate's Game" (T2 unit 3 central message – team work "The Kite" (T3 unit 5) Academic Vocabulary Central message retell details 	information. Finally, each student works with a partner to retell what he or she learned. • Retelling glove - Use a light-colored glove that has the five Ws (who,	www.cast.org	
		 main event story problem (resolution/ending) lesson or moral sequence (beginning, middle, end) Essential Skills and Concepts Understand key details 	what, when, where, why) Treasures organizers Retelling organizers Story maps Retelling ball/cube Oral discussions		

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STANDARDS/RENICHMARKS
IN

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STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department o Understand sequential order	STRATEGIES		
		Identify and verbalize key details and main events within the story Retell the story in sequential order Identify and verbalize the problem or conflict in the story Identify and verbalize how the problem or conflict was resolved within the story Identify and verbalize how the problem or conflict was resolved within the story • Questions Stems and Prompts, e.g. Retell what happened in the story. What is this story mainly about? What problems did the characters have? How did the characters solve their problem? What lessons were learned in the story?			
	RL1.3	Describe characters, settings, and major events in a story, using key details • Literature • Treasures • "The Little Red Hen" (T1 unit 2) • "Gram and Me" (T2 unit 3) • "The Kite" (T3 unit 5) • "Whistle and Willie" (T3 unit 5) • Academic Vocabulary • describe • details • characters • setting • plot • events • sequence • problem • resolution • lesson or moral • Essential Skills and Concepts • Understand character • Describe characters within the story • Describe main character of the story • Identify the minor character of the story • Describe key events and details of story in sequential order (problem- resolution) • Understand the lesson or moral of a story • Questions Stems and Prompts, e.g. • What words would you use to describe the main character, the setting (adjectives, character traits, etc.)? • How do the characters in the story solve their problem? • How are the characters behaving, or feeling, at the beginning, middle, and end of the story? • How do we know the characters are feeling, or are going to do	Character setting chart (Treasures) Graphic organizers, e.g. character connection sheet Guided reading Partner reading Story map (Fountas and Pinnell)		
READING	Student			DECOUDED NOTES	
LITERATURE (RL)			TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Craft and Structure	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Literature	 Treasures organizers Graphic organizer, e.g. 5 senses Guided reading 	See Resource list in the introduction, p. 6	Required

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STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
		 Chrysanthemum, Kevin Henkes, read aloud (T1) Treasures "The Kite" (T3 unit 5) The Storm Monster, by Lael Littke (read aloud) Julius: Baby of the World (read aloud) Brave Irene (read aloud) Academic Vocabulary poems word identify senses feelings poetry phrase sentence Essential Skills and Concepts Understand the differences between, words, phrases and sentences Identify words, phrases and sentences Ask and answer questions about story details Understand that words are clues to what characters are thinking identify words that indicate use of the 5 senses see, hear, smell, touch, taste identify words that communicate feelingshappy, sad, angry, worry, fear Questions Stems and Prompts, e.g. How does this story or poem make you feel when you read it? How doe we know the character feels happy, sad, or angry? Identify what the character feels happy, sad, or angry? Identify what the character hears, sees, using words from the texts Why did the author choose that word? 	Nonlinguistic representation (McRel) Poem of the week Read aloud Think Aloud Author's Impact Read poetry aloud. Write text of a poem on large chart paper. Highlight sensory words and phrases that listeners identify. Discuss how the use of these words makes the reader feel.	Treasures Gram and Me" Grad and Piggy Books, Mo Willems Grad alouds Grad and Figgy Grad a	DRA 2 PALS Formative TBD Summative TBD Suggested (see assessment list in the introduction) Graphic organizers Think aloud notes Treasures Benchmark Assessments Weekly Running Records
		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. • Literature • Treasures • "Gram and Me" paired with non-fiction texts on families (from book room) • "Little Red Hen" paired with non-fiction text on farm animals (T1 unit 2) • "The Kite" paired with any non-fiction informational text from book room on frogs and toads • Academic Vocabulary • explain • difference • story • poem • information/informational • text • narrative • expository • characters • fiction • non-fiction • Essential Skills and Concepts • Understand the narrative structure of a story • Understand the expository structure found in informational text	Compare and contrast graphic organizers Comprehension strategies: making connections, synthesizing Guided writing Read aloud Venn diagram The teacher locates and reads aloud a fiction and nonfiction book on the same topic. Use a T-Chart to list elements specific to each genre. Identify examples of the elements from each book that illustrate each element listed. Compare and Contrast Texts The teacher locates and reads aloud a fiction and nonfiction book on the same topic. Use a T-Chart to list elements specific to each genre. Identify examples of the elements from each book that illustrate each	Guided Reading, Fountas and Pinnell Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf Diverse Learners: www.cast.org	

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STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
		o Identify story structure ldentify informational structure libratify information genres Fable Narrative Fairytale Poem/Rhyme Magazine – Expository Fiction/non-fiction Questions Stems and Prompts, e.g. Is this a book that tells a story or gives information? How do you know? Explain if it is fiction or non-fiction What is this book about? What information can we gather from this book?	element listed.		
		RL.1.6 Identify who is telling the story at various points in a text. Read alouds, e.g. No, David! (T1) – introduce narrator vs characters, point of view Treasures "Pelican Was Hungry" (narrator) (T2 unit 4) "Gram and Me" (T2 unit 3) "Whistle for Willie" (T3 unit 5) Gerald and Piggy books, Mo Willems Academic Vocabulary narrator character dialogue author udialogue author uduations quotations quotations quotation marks Essential Skills and Concepts Understand the role of a narrator Understand the role of a narrator Understand concept of dialogue (talking between characters) Understand quotation marks Identify narrator Identify dialogue in text Identify speaker Questions Stems and Prompts, e.g. Who is telling the story? Who is talking? How do we know?	Guided reading Read Aloud Read alouds Reader's Theater Visualizing Read Aloud .		
READING LITERATURE (RL)		Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Integration of Knowledge and Ideas		RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Graphic organizers Picture Walk	See Resource list in the introduction, p. 6	Required • Constructed
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STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
		 <u>Literature</u> Through read alouds introduce and discuss importance of illustrations and how they enhance the message of the story, e.g. books by David Shannon Robert Munsch Jan Bret Treasures 	Teach and model how to take a picture walk to preview a text before reading. This includes using the pictures to make predictions about what might happen and then checking those predictions as they read. After reading, students use the pictures to prompt their retelling of characters, setting and	Treasures "On My Way to School" (T1 unit 2) "Olivia" (T3 unit 5) "Whistle for Willie" T3 unit 5) "Pat Can Jump" "Pam and Sam"	response DRA 2 PALS Formative TBD Summative TBD Suggested (see assessment list in the
		 "On My Way to School" (T1 unit 2) "Olivia" (T3 unit 5) Academic Vocabulary characters settings events 	events. • Paired Reading In a paired reading situation, one student reads aloud and the other listens. The listener summarizes	 "Kate's Game" Frog and Toad stories Gerald and Piggy's stories A Good Game for All 	introduction)Graphic organizersThink aloud notes
		 story illustrations describe details Essential Skills and Concepts Understand that illustration is a picture or a drawing Understand that details are specific pieces of information that add meaning to a story 	what he or she heard as the main ideas and points out the details that support them. The reader confirms the summary. Students can then switch roles.	Read aloud books by: David Shannon Robert Munsch Jan Bret (1.7) Classroom Instruction That	Treasures Benchmark Assessments Weekly Running Records
		Understand that illustrations add details to story Understanding that illustrations are used to show the setting of story Identify the sequence of the main events of a story using details in illustration Questions Stems and Prompts, e.g. What is an illustration? Where can we look to find details about the story characters (ex. How they look, where they live)? How do illustrations help us understand the events in the story? Describe details from illustrations.	Author Study During an author study, encourage students to make connections that illustrate the similarities and differences in the work, e.g., authors Gail Gibbons (the similarity of the text features she uses) or Ann Morris (the connections between text and illustrations).	 Works, McRel Guided Reading, Fountas and Pinnell Wordless books Good Dog Carl Tuesday (1.7) 	
		RL.1.9 Compare and contrast the adventures and experiences of characters in stories. • Literature • Treasures • "Pat Can Jump" and "Pam and Sam" (compare and contrast characters) (T1) • "Kate's Game" and "A Good Game for All "(compare) (T2) • "Whistle for Willie" and "Olivia" (T3 unit 5) • Frog and Toad stories to Gerald and Piggy's stories (compare friendships) (T3) • Academic Vocabulary • compare (similarities) • contrast (differences) • adventures		23 Major Illustrators Talk to Children About Their Art, Eric Carle Museum of Picture Book Art (1.7) Trade books for comparing and contrasting (1.9) Fontas and Pinnell, Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpostations/ForBoading.pdf	
		 auvertures experiences characters Essential Skills and Concepts 		ectationsForReading.pdfDiverse Learners:	

STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
		O Understand comparison (similarities) O Understand contrast (differences) O Understand what an adventure is O Understand what an experience is O Identify similarities (comparisons) O Identify differences (contrasts) O Make comparisons between characters O Understand the "who" and "what" within stories O Understand the "who" and "what" within stories O Understand the "who" and "what" within stories O Understand the "who" and "different? O How is similar to in a story? O How are and different? O What adventures did have in the story? O What experiences did and have in the story? O How are their adventures similar? How are they different? O How are their experiences similar (compare)? O How are their experiences different (contrast)?		www.cast.org	
READING LITERATURE (RL)	Students	5	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Range of Reading and Level of Text Complexity	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1 Literature Treasures "Kids Can Help: Poems by Kids" (T2 unit 3) Poetry Academic Vocabulary retall compare predict identify Essential Skills and Concepts Read increasingly complex text with accuracy (94% better), adequate understanding and fluency Ask questions before, during, and after reading to increase understanding Read text to gain deeper understanding Read text to gain deeper understanding Questions Stems and Prompts, e.g. Retell the text (prose/poetry). Identify similarities between the two pieces. How do you know? How did my understanding change after I reread the text?	Guided reading Reader's Theater Poem of the week	See Resource list in the introduction, p. 6 Common Core State Standards, Appendices A and B Treasures "Kids Can Help: Poems by Kids" (T2 unit 3) Fontas and Pinnell, Instructional Level Expectations for Reading http://www.heinemann.com/fountasandpinnell/handouts/InstructionalLevelExpectationsForReading.pdf Diverse Learners: www.cast.org	Required Constructed response DRA 2 PALS Formative TBD Summative TBD Suggested (see assessment list in the introduction) Anecdotal record/notes taken during guided reading Graphic organizers Think aloud notes Treasures Benchmark Assessments Weekly Running Records

STANDARDS	Unit	Curriculum Writers: Kerri Gaulin, Tracy Lafreniere, STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
READING INFORMATIONAL TEXT (RI)		Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Key Ideas and Details		RI.1.1 Ask and answer questions about key details in a text. • Informational Text	 Graphic organizers Guided reading RAISE	See Resource list in the introduction, p. 6	RequiredConstructedresponse
		See Animals Hide, by Jim Arnosky (library book, read aloud) (T2) Spring by Ron Hirschi (library book, read aloud) (T3) Treasures "Animal Moms and Dad" (T1 unit 2) "Kids Can Help" (T2 unit 3) "Cool Jobs" (T3 unit 6) Academic Vocabulary answer	Summarizing and note taking (McRel) Read, Remember, Represent, Retell Students read as much as a student's hand will cover. (Modification for students who are not reading independently – The teacher reads aloud a short segment of informational text containing key detail.) Students first say to themselves what they remember about what was read. Then they draw a quick nonlinguistic representation of that information. Finally, each student works with a partner to retell what he or she learned.	Treasures "A Prairie Dog Home" (unit 2 "Animal Moms and Dads "Cool Jobs" (T3 unit 6) "Kids Can Help" (T2 unit 3) "Run, Jump, Swim" (unit 1) "Red Eye Tree Frog" (Big Book unit 2) Big Books Science kit books Classroom Instruction That Works, McRel Guided Reading, Fountas and Pinnell Fontas and Pinnell,	DRA 2 PALS Formative TBD Summative TBD Suggested (see assessment list in the introduction) Anecdotal record/notes taken during guided reading Graphic organizers Think aloud notes Treasures Benchmark Assessments Weekly Running
		RI.1.2 Identify the main topic and retell key details of a text. • Informational Text • Treasures • "Red Eye Tree Frog" (T1 Big Book unit 2) • "A Prairie Dog Home" (T1 unit 2) • Big Book – "Hello, Hello (unit 2) • Academic Vocabulary • central message • identify • main topic • retell • key details • important • text • detail • Essential Skills and Concepts • Identify main topic within text • Identify key details in text	 Discussions Graphic organizers Summarize and note taking (McRel strategies) Guided reading In a paired reading situation, one student reads aloud and the other listens. The listener summarizes what he or she heard as the main ideas and points out the details that support them. The reader confirms the summary. Students can then switch roles. 	Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf Diverse Learners: www.cast.org	Records

STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
		O Understand how to retell text, recounting key details Ouestions Stems and Prompts, e.g. Tell me what we can learn about from this text? What is this book mostly about? How do you know? What are the important details about in the text? What were the important details that your partner needs to know? RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. Informational Text Treasures "Kids Can Help" (T2 unit 3) "Cool Jobs" (T3 unit 6) Academic Vocabulary events information describe connection inindividuals cause/effect Essential Skills and Concepts Use written and graphic elements to derive meaning (comprehension) of informational text Connect individuals and events within informational text Link people and their ideas Questions Stems and Prompts, e.g. How are and connected in this text?	Graphic organizers Make connections to Science Unit, Air and Water (T3)	Any book on the water cycle	
READING INFORMATIONAL TEXT (RI) Craft and Structure		Students RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Informational Text Treasures Non-fiction leveled text Academic Vocabulary clarify determine ask answer unknown words text clue context re-read Essential Skills and Concepts Ability to ask clarifying questions about texts Ability to express own understanding of the meaning of words or phrases in text lidentify a word that is unknown	TEACHER NOTES, for example Class discussion Guided reading Think aloud McRel organizers Model generating questions Word Sort Have students create their own word sorts based on informational text being used in the classroom. For example, after reading a book about space, students could place the following words on cards: Earth crates Mars dust Jupiter moons A peer would then be asked to sort	RESOURCE NOTES • See Resource list in the introduction, p. 6 • Treasures • "Stormy Weather" (T2 unit 4) • "Prairie Dog Home" • Science non-fiction leveled texts • Scholastic News • Leveled texts • Classroom Instruction That Works, McRel • Guided Reading, Fountas and Pinnell	ASSESSMENT NOTES Required Constructed response DRA 2 PALS Formative TBD Summative TBD Suggested (see assessment list in the introduction) Anecdotal record/notes taken during guided reading

STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
		 Understand the use of context clues, such as in determining the meaning of unknown words Questions Stems and Prompts, e.g. Look at the picture, graphic, illustration; is there something there to help you figure out what the word is? Re-read the sentence; do the other words help you understand? What other words in the text help us understand what this word means? 	the words by category.	Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf	Graphic organizers Think aloud notes <i>Treasures</i> Benchmark
		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. Informational Text "Prairie Dog Home" Labels (T1 unit 2) "Stormy Weather" (T2 unit 4) "Kids Invention" (T3 unit 5) Leveled texts that contain various text features Academic Vocabulary explain meaning table of contents glossary headings caption locate Essential Skills and Concepts identify and use table of contents to locate facts ldentify and use glossary to locate word meanings Understand computer icons and menus to locate information ldentify and use captions to locate facts or information ldentify and use captions to locate facts or information Questions Stems and Prompts, e.g. Can you identify the different features of this book? Can you identify the different features of this book, where would you look? Look in the table of contents and find the page number for How do the headings help us locate information? What is the purpose of a caption?	Model how to locate and use glossary, headings, table of contents, captions	Diverse Learners: www.cast.org	Assessments • Weekly Running Records
		RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. • Informational Text • Leveled texts • "Scholastic News" • Academic Vocabulary • author • illustration • illustration • illustrator • distinguish • Essential Skills and Concepts • Analyze how the illustration presents information and ideas		Big books in book room: Hidden Animals (65)	

STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
		Analyze how the words present information and ideas Understand the role of an illustrator Understand the role of an author Understand the role of an author Questions Stems and Prompts, e.g. What does the author do? What does the illustrator do? Why would a book need an illustrator and an author? What do the illustrations tell us about the words? What do the words tell us about the illustrations? What information do we learn from the illustrations that we didn't learn from the text?			
READING		Students		DESCRIPCE MOTES	
INFORMATIONAL			TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
TEXT (RI) Integration of		RI.1.7 Use the illustrations and details in a text to describe its key ideas. • Informational Text	Guided readingGraphic organizersRAISE	See Resource list in the introduction, p. 6	Required Constructed response
Knowledge and Ideas		 "Animal Mom's and Dad's (T1) "Stormy Weather" (T2) "Cool Jobs" (T3) Academic Vocabulary illustration describe relationship key ideas connect Recognize what is an illustration (picture, photo, drawing) Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about With help, connect the illustrations with the message Questions Stems and Prompts, e.g. What can you learn from the illustrations? Why do you think the illustrator put in that picture? Does the illustration match what the writer is trying to say? Do you think the story and the picture are connected? Describe how the picture helps you understand what the author has written. 	Skimming and scanning	Treasures "Hello, Hello "(Big Book unit 2) "Animal Moms and Dads" "Stormy Weather" (T2) "Cool Jobs" (T3) Treasures organizers non-fiction leveled readers Classroom Instruction That Works, McRel Guided Reading, Fountas and Pinnell Instructional Level Expectations for Reading	response DRA 2 PALS Formative TBD Suggested (see assessment list in the introduction) Anecdotal record/notes taken during guided reading Graphic organizers Think aloud notes Treasures Benchmark
		RI.1.8 Identify the reasons an author gives to support points in a text. • Informational Text • Treasures • Academic Vocabulary • author's purpose • author • explain • tells • writing • text • support • points • Essential Skills and Concepts • Know how to link people and their ideas	Author Study During an author study, encourage students to make connections that illustrate the similarities and differences in the work, e.g., authors Gail Gibbons (the similarity of the text features she uses) or Ann Morris (the connections between text and illustrations).	http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf • Diverse Learners: www.cast.org	Assessments Weekly Running Records

Range of Reading Level of Text Complexity Part (RI) Range of Reading Level of Text Complexity Restance of Reading Level of Text Complexity Part (RI) Range of Reading Level of Text Complexity Restance of Reading Level of Text Complexity Restance of Reading Cocabulary Required Required Constructed response Features of informational text Features of informational text Required Constructed response Features of informational text Required Constructed response Features of informational text Common Core State Standards, ELA Appendices A and B Classroom Instruction That Works, McRel Counting and fluency Read text to gain deeper understanding Questions Stems and Prompts, e.g. Read text to gain deeper understanding Required Constructed response Features of informational text Common Core State Standards, ELA Appendices A and B Classroom Instruction That Works, McRel Counting individual reading strategies applied to content areas Features of informational text Common Core State Standards, ELA Appendices A and B Classroom Instruction That Works, McRel Formative T Common Core State Suggested (see assessment list introduction) A decident reading to increase understanding Required Constructed Features of informational text Features of informational text Features of informational text Common Core State Standards, ELA Appendices A and B Classroom Instruction That Works, McRel Formative T Suggested (see assessment list introduction) A decident reading to increase understanding Classroom Instruction That Works, McRel Formative T	STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
READING			North Smithfield School Department	STRATEGIES		
Notional Geographic leveled texts **Academic Vocabulary** **Packagemic Vocabulary** **Notional Geographic leveled texts** **Academic Vocabulary** **Illustration** **Packagemic Vocabulary** **Packagem			Know that authors use details to help make a point Understand that authors try to explain their thinking Know that an author may have more than one reason to explain his thinking Questions Stems and Prompts, e.g. What does the writer think about this problem? Why do you think the author wrote that? Were there any reasons why you think the author? What in the writing made you think that? What were the reasons the author wrote this piece? How and where did the author support his reasoning? What important points does the author make? RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Picture Book Practice Use two informational pictures books on		
INFORMATIONAL TEXT (RI) Range of Reading Level of Text Complexity **Essential Skills and Concepts** **O Read increasingly complex to togation and success and prompts, e.g. **O Questions Stems and Prompts, e.g. **O Retell the text (prose/poetry). **O Questions Stems and Prompts, e.g. **O Read increasingly complex text with accuracy (94% better), adequate understanding and fluency on the complex in the prompts, e.g. **O Questions Stems and Prompts, e.g. **O Retell the text (prose/poetry). **O Questions Stems and Prompts, e.g. **O Read increasingly complex text with accuracy (94% better), adequate understanding and fluency on the complex in the prompts, e.g. **O Retell the text (prose/poetry). **O Retell the text (prose/poetry). **O Retell the text (prose/poetry). **O Read increasingly complex text with accuracy (94% better), adequate understanding and fluency on the prompts, e.g. **O Retell the text (prose/poetry). **O Retell the text (prose/po			"National Geographic leveled texts Academic Vocabulary illustration similarities differences text topic Essential Skills and Concepts Understand the two texts on the same topic identify the similarities in the two texts identify the differences between the two texts What is the same? Can you fill in the Venn Diagram showing the similarities and differences of the two texts? Do both books have illustrations? How were they used in both books?	the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving		
Range of Reading Level of Text Complexity Ril. 1.10 With prompting and support, read informational texts appropriately complex for grade 1. • Academic Vocabulary • Academic Vocabulary • Treasures non fiction • Common Core State • Common Core State • Summative T • Common Core State • Standards • Summative T • Common Core State • Summative T • Classroom Instruction That • Common Core State •			Students	TEACHER NOTES for example	RESOURCE NOTES	ASSESSMENT NOTES
Range of Reading Level of Text Complexity - Academic Vocabulary - retell - recall - compare - predict - identify - Essential Skills and Concepts - Read increasingly complex text with accuracy (94% better), adequate - understanding and fluency - Ask questions before, during, and after reading to increase understanding - Read text to gain deeper understanding - Read text to gain deeper understanding - Retell the text (prose/poetry) Identify similarities between the two pieces How do you know? - Guided Reading, Fountas - and Pinnell - Constructed - response - Construction - Science non-fiction - Science non-f				TEACHER NOTES, for example		
during guider	Range of Reading Level of Text		complex for grade 1. Academic Vocabulary retell recall compare predict identify Essential Skills and Concepts Read increasingly complex text with accuracy (94% better), adequate understanding and fluency Ask questions before, during, and after reading to increase understanding Read text to gain deeper understanding Read text to gain deeper understanding Questions Stems and Prompts, e.g. Retell the text (prose/poetry). Identify similarities between the two pieces. How do you know?	Informational reading strategies applied to content areas	 introduction, p. 6 Treasures non fiction Science non-fiction books Common Core State Standards, ELA Appendices A and B Classroom Instruction That Works, McRel Guided Reading, Fountas 	Constructed response DRA 2 PALS Formative TBD Summative TBD Suggested (see assessment list in the introduction)

STANDARDS Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
	North Smithfield School Department	STRATEGIES		
			Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf Diverse Learners: www.cast.org	reading • Graphic organizers • Think aloud notes • Treasures Benchmark Assessments • Weekly Running Records • Informal running
				records Reading logs
READING (RF)	Students	TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES
Print Concepts	RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence e.g. ofirst word, capitalization ending punctuation. (RF.1.1a) Academic Vocabulary word sentence names beginning ending punctuation capitalization question mark period exclamation mark period exclamation mark Essential Skills and Concepts Know that a sentence begins with a capital letter Know that a sentence needs ending punctuation question? period. exclamationl lidentify the first word of a sentence Ouestions Stems and Prompts, e.g. Show me where to begin reading. Distinguish UC from LC letters. Identify basic punctuation: period, question mark, etc. Know basic capitalization (First Letter of Sentence, Proper Nouns.)	Shared Reading During shared reading, the teacher can point out concepts of books (e.g., front cover, author and illustrator, top and bottom of page). Finger pointing at text during shared reading reinforces the concept of words and word boundaries as well as directionality. Encouraging students to use a pointer (a ruler will do) to point to words as they read is another way to focus attention on the concepts of print. UPS (uppercase, punctuation, spaces/spelling/sense)	Treasures Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf	Required Constructed response DRA 2 PALS Formative TBD Suggested (see assessment list in the introduction) Anecdotal record/notes taken during guided reading Graphic organizers Think aloud notes Treasures Benchmark Assessments

STANDARDS	Unit	STANDARDS/BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENTS
		North Smithfield School Department	STRATEGIES		
		How should you start that sentence?			
		How should your sentence end?			
READING (RF)		Students			
			TEACHER NOTES	RESOURCE NOTES	ASSESSMENT NOTES
Phonological		RF1.2 Demonstrate understanding of spoken words, syllables, and sounds			
Awareness		(phonemes).	Word Play	• Treasures	Required
		a. Distinguish long from short vowel sounds in spoken single-	Play with words by substituting beginning, medial and ending sounds,		 Constructed
		syllable words. (RF.1.2a)	creating real and made-up words and	 Fontas and Pinnell , 	response
		b. Orally produce single-syllable words by blending sounds	working with word patterns.	Instructional Level	• DRA 2
		(phonemes), including consonant blends. (RF.1.2b)		Expectations for Reading	• PALS
		(priorieries), including consonant sicilus. (M.1.28)	Sound boxes	http://www.heinemann.co	 Formative TBD
		c. Isolate and pronounce the initial, medial vowel, and final sounds		m/fountasandpinnell/hand	 Summative TBD
		(phonemes) in spoken single-syllable words. (RF.1.2c)		outs/InstructionalLevelExp	
				ectationsForReading.pdf	Suggested (see
		d. Segment spoken single-syllable words into their complete			assessment list in the
		sequence of individual sounds (phonemes). (RF.1.2d)			introduction)
		o <u>Academic Vocabulary</u>			Anecdotal
		distinguish			record/notes take
		vowel vocal consonant			·
		sound			during guided
		• segment			reading
		■ blend			G
		syllable			Graphic organizers
		initial (beginning) medial (middle)			Think aloud nates
		final (end)			Think aloud notes
		 Essential Skills and Concepts 			Treasures
		 Identify vowels/vowel sounds within single syllable words (ex. cvc 			
		words)			Benchmark
		 Isolate and blend phonemes in single syllable words Identify phonemes in the initial, medial and final position in 			Assessments
		spoken single syllable words			
		 Articulate simple decodable words, identifying all phonemes in the initial, medial and final position 			
		Segment phonemes in proper order. (ex. c-a-t = cat)			
		 Questions Stems and Prompts, e.g. 			
		• What sound do we hear at the beginning of?			
		What sound do we hear in the middle of?			
		• What sound do we hear in the end?			
		What is the first sound in? Last?Stretch the word,			
		Tap the sounds you hear in			
		What word do you make by putting together the sounds /m/a/t/?			
		/m/o/U1			

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READING (RF)

Foundational Phonics and Word Recognition

Students

- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3a)
 - b. Decode regularly spelled one-syllable words. (RF.1.3b)
 - Know final -e and common vowel team conventions for representing long vowel sounds. (RF1.3c)
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3d)
 - Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
 - f. Read words with inflectional endings. (RF.1.3f)
 - Recognize and read grade-appropriate irregularly spelled words. (RF.1.3g)
 - Academic Vocabulary
 - decode
 - syllable
 - soun
 - silont
 - VOWE
 - consonant
 - pattern
 - ending
 - diagraph
 - inflectio
 - ending (ed, es, ing, er, est)
 - Essential Skills and Concepts
 - Understand that sometimes two consonant letters make one sound (e.g.,/sn/wh/khl)
 - Read and pronounce the sounds represented in one syllable words
 - Know that in many short words that end in e, the vowel has a long sound
 - Understand that words have parts, and each part needs a vowel
 - Use inflectional ending like –ed, -es-ing, to read words
 - Know the role that inflectional endings play in making words
 - Know rules for breaking words apart like double consonants, inflected endings
 - Understanding that each syllable must contain a vowel sound; use this knowledge to identify syllables within written words
 - Ability to decode simple two syllable words following the vowel pattern for syllable division
 - Ability to recognize and read grade 1 irregularly spelled words/sight words and words with inflectional endings (look, looked)

TEACHER NOTES, for example

- Direct instruction
- · Guided reading
- Paired reading
- Repeated reading
- Sound boxes
- Wilson decoding strategies
- Word sorts
- Word Building

Once students know one word, they can often build other words based on that knowledge. For example, given the word kind, students can be asked to build words using affixes. Students may come up with words like kinder, kindness, kindest, unkind, kindly. Other examples could be to create words based on word families, meaning, beginning sounds, etc.

- Two-syllabic words
- Between the Lines videos
- LIPS lessons

sounds, etc.

Word Building
 Once students know one word, they can often build other words based on that knowledge. For example, given the word kind, students can be asked to build words using affixes. Students may come up with words like kinder, kindness, kindest, unkind, kindly. Other examples could be to create words based on word families, meaning, beginning

RESOURCE NOTES

- See Resource list in the introduction, p. 6
- Fundations Program
- LIPS Program
- · Between the Lions videos
- Fontas and Pinnell , Instructional Level Expectations for Reading http://www.heinemann.co m/fountasandpinnell/hand outs/InstructionalLevelExp ectationsForReading.pdf
- www.starfall.com
- Diverse Learners: www.cast.org

ASSESSMENT NOTES

Required

- Constructed response
- DRA 2
- PALS
- Formative TBD
- Summative TBD

Suggested (see assessment list in the introduction)

- Anecdotal record/notes taken during guided reading
- Graphic organizers
- Think aloud notes
- Treasures
 Benchmark
 Assessments

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	 Questions Stems and Prompts, e.g. When I point to a letter, tell me if it is a vowel or consonant. What can you do when you get to a word you don't know? Stretch the sounds; now put them together quickly. Can you hear the differences between long and short vowel sounds? Did you see any silent letters? How many syllables does this word have? Tap out the syllables in the word Are there any chunks you know? 			
READING (RF)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Foundational				
Skills	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	Guided reading	See Resource list in the	Required
Fluency	a. Read on-level text with purpose and understanding. (RF.1.4a)	Paired reading	introduction, p. 6	 Constructed
ridericy		Readers Theater		response
	b. Read on-level text orally with accuracy, appropriate rate, and	Repeated reading	• Treasures	• DRA 2
	expression on successive readings. (RF.1.4b)	Taped reading	 Fluency sheets 	• PALS
		Timed readings and fluency graphs	 Leveled readers 	Formative TBD
	c. Use context to confirm or self-correct word recognition and			Summative TBD
	understanding, rereading as necessary. (RF.1.4c)		Fontas and Pinnell ,	• Summative TBD
	o <u>Academic Vocabulary</u>		Instructional Level	
	fluency		Expectations for Reading	Suggested (see
	accuracy		http://www.heinemann.co	assessment list in the
	expressionrecognition		m/fountasandpinnell/hand	introduction)
	• comprehension		outs/InstructionalLevelExp	introduction;
	■ reread		ectationsForReading.pdf	 Anecdotal
	punctuation			record/notes taken
	period		Diverse Learners:	during guided
	commaquestion mark		www.cast.org	reading
	o Essential Skills and Concepts			reduing
	Bank of known sight words			Graphic organizers
	Understand meaning is contained in text			• Grapine organizers
	Early self-monitoring/correcting behaviors			Think aloud notes
	 Use re-reading as a strategy to help understand text 			• Tillink aloud notes
	 Questions Stems and Prompts, e.g. 			Timed fluency sheet
	What can you do when you get to a word or part you don't know?			
	How can you help yourself?			 Treasures
	 Can you get your mouth ready for the first sound? Now, 			Benchmark
	stretch the sounds. Reread the sentence again, make it sound like talking.			Assessments
	Reread the story from the beginning.			
	■ What is this book about?			 Weekly Running
	• What helps you know what it is about?			Records
	What do we do with our voice when we reach a period, comma?			
1	1	1	1	i

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WRITING (W)	Curriculum Writers: Kerri Gaulin, Tracy Lafreniere, a Students	ind rata williams		
		TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Text Types and Purposes*	W.1.1 Write opinion pieces in which they a. introduce the topic or name the book they are writing about W.1.1a	Story: Read aloud, Hey, Little Ant Prompt: Would you step on the ant? Why or why not?	See Resource list in the introduction, p. 6 Diverse Learners: www.cast.org	Required - Constructed response - Formative TBD
	b. state an opinion W.1.1b	RAISE Grade 1 mind map	www.cast.org	Summative TBD
	c. supply a reason for the opinion W.1.1c d. provide some sense of closure W.1.1d o Academic Vocabulary opinion	 Graphic organizers Present, discuss and chart both sides of an opinion writing topic 		Suggested (see assessment list in the introduction)
	reasons topic details Comparison of the string and the string and opinion Express or ally an opinion such as like, or dislike, of a chosen book or story, and support that opinion with a reason Write a brief opinion piece about a book or story, and provide a reason for that opinion Provide enough detail to bring the written piece to a reasonable closure Identify a topic for their writing			Anecdotal record/notes taken during guided reading Checklist – opinion writing Graphic organizers
	Ouestions Stems and Prompts, e.g. Why is this your favorite book/story? Tell me two things you like about. Explain why. Do you agree or disagree with Why?			Treasures Benchmark Assessments Opinion writing checklist RAISE rubric
WRITING (W)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Text Types and Purposes*	W.1. 2 Write informative/explanatory texts in which they a. name a topic W.1.2a b. supply some facts about the topic W.1.2b c. provide some sense of closure. W.1.2c o Academic Vocabulary information facts explanation	 Non- fiction Animal projects Note taking RAISE Mentor Texts Use mentor (model) texts of various genres to expose student writers to the structures and features of those genres. Facilitate discussions about the features they notice after a 	 See Resource list in the introduction, p. 6 Treasures, Common Core State Standards, Appendix c, p. 11, "My Big Book About Spain" 	Required
	• write	trade book has been read aloud.	This link from The El Paso	22

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	 details Essential Skills and Concepts Ability to write complete sentences Ability to retell orally a familiar event or experience noting details Ability to identify facts within a text Ability to select a topic of interest to write about Ability to tell what they are writing about Ability to organize their ideas so they can be written logically Questions Stems and Prompts, e.g. Chose a topic to write about. Decide what information you will write about. How will you organize your ideas? What is your topic sentence? What details do you have to support your topic? Where will you get your information? 	Break students into cooperative groups to create genre posters that list/illustrate the features of specific genres. Have groups include titles or pictures of books that they have read from the genre.	Collaborative for Academic Excellence (Copyright © 2003, Literacy in Action) provides lessons for writing informational text. Find it at http://www.epcae.org/docs/Infothird.pdf • Diverse Learners: www.cast.org	Anecdotal record/notes taken during guided reading Checklist — informative writing Graphic organizers Think aloud notes Treasures Benchmark Assessments Information writing checklist RAISE rubric
WRITING (W)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Text Types and Purposes*	W.1.3 Write narratives in which they a. recount two or more appropriately sequenced events W.1.3a b. include some details regarding what happened W.1.3b c. use temporal words to signal event order W.1.3c d. provide some sense of closure. W.1.3d o Academic Vocabulary sequence event time order temporal words o Essential Skills and Concepts Ability to retell familiar events in sequence order identify major events Write a brief narrative around a center focus Bring the writing to an end O Questions Stems and Prompts, e.g. Tell me about What event happened first, next, etc? What was your main event? Can you organize your thoughts using sequencing? What words will you use to signal another event? When did the events happen?	 Weekend News Mentor Texts Use mentor (model) texts of various genres to expose student writers to the structures and features of those genres. Facilitate discussions about the features they notice after a trade book has been read aloud. Break students into cooperative groups to create genre posters that list/illustrate the features of specific genres. Have groups include titles or pictures of books that they have read from the genre. Craft lesson, beginning, middle and end (1,2) Graphic organizers, e.g. sequence organizers (chains,	See Resource list in the introduction, p. 6 Common Core State Standards, Appendix c, p. 13, "I bot a little cotton ball" Craft Lesson, Ralph Fletcher Promethean Board Computer lab Diverse Learners: www.cast.org	Required Constructed response Formative TBD Summative TBD Suggested (see assessment list in the introduction) Anecdotal record/notes taken during guided reading Checklist – narrative writing Graphic organizers Think aloud notes Treasures

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	Curriculum Writers: Kerri Gaulin, Tracy Lafrei		T	1
	Curriculum Writers: Kerri Gaulin, Tracy Larret	charts), organizers (word web, concept map), categorize/classify organizers (categories, tree) KWL (http://www.eduplace.com/qraphic organizer/pdf/kwl.pdf)		Benchmark Assessments Narrative writing checklist RAISE rubric
		 Structure of language Conventions		
WRITING (W)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Production and Distribution of Writing	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 writ as needed. • Academic Vocabulary • topic • details • reviser • edit • improve • sequence • Essential Skills and Concepts • Generate a topic to write about • Know how to take ideas from a graphic organizer or chart to write about • Organize the writing so that it moves logically • Write sentences with details • Know that to strengthen your writing, you can add sizes, colors, and other adjectives • Work with peers • Questions Stems and Prompts, e.g. • What is your topic? • What details will you add to support the topic? • What happened first? Second? Last? • Can you tell a friend what you will be writing in the correct sequence? • How will you revise your writing? • What details are the most important to include in your writing?	Author's Chair Craft lessons Moving Beyond list/love stories Using details Using details to create mind pictures Push and Praise Whole group sharing	See Resource list in the introduction, p. 6 Craft Lessons: Teaching Writing K-8, Ralph Fletcher Resources for 6=Traits Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2007) provides suggestions of titles and methods for using children's books as models during writing instruction. Treasures The Production and	Required Constructed response Formative TBD Summative TBD Suggested (see assessment list in the introduction) Anecdotal record/notes taken during guided reading Graphic organizers Think aloud notes
	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. • Academic Vocabulary • computer • keyboard • monitor • information • mouse • Essential Skills and Concepts • Understand how to use a computer • With guidance, know how to use PowerPoint • Understand how to print • Know how to use the computer toolbar • Know how to use a mouse • Understand how to save materials • Work collaborative with a partner		Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray (National Council of Teachers of English, 1996) discusses how children learn to write from their reading, and includes student writing samples, student illustrations and writing strategies from	Treasures Benchmark Assessments Opinion writing checklist Peer editing RAISE rubric

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	Questions Stems and Prompts, e.g.		contemporary children's book authors. • Diverse Learners: www.cast.org	
WRITING (W)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Research to Build and Present Knowledge	W.1.7 Participate in shared research and writing projects (e.g., explore a numbre "how-to" books on a given topic and use them to write a sequence of instructions). • Academic Vocabulary • research • directions • sequence • instruction • • fact • Essential Skills and Concepts • Write simple sentences • Understand informational texts structure • Locate information within text • Identify sequence in how to guide • Gather important information from text • Take notes to use for writing • Questions Stems and Prompts, e.g. • What do you do first, second, third, etc? • Locate in the text. • How will you find information about a topic? • How will you share your research? W.1.8 With guidance and support from adults, recall information from experie or gather information from provided sources to answer a question. • Academic Vocabulary • collect • gather • select • recall • information • retell • describe • sources • Essential Skills and Concepts • Retell / recall key details • Describe personal experiences • Locate information within text • Know that information can come from different sources, (e.g., books, digit print) • Questions Stems and Prompts, e.g. • Can you tell me what happened?	• Graphic organizers • Recipe books • Note taking • Graphic organizers (topic/details chart) • KWL chart • Classroom ABC Read a nonfiction content-area text that supports students' comprehension through use of patterned text, picture cues and repetitive language. Students work in collaborative groups to create classroom alphabet books on non-fiction topics.	See Resource list in the introduction, p. 6 Diverse Learners: www.cast.org	Required Constructed response Formative TBD Summative TBD Suggested (see assessment list in the introduction) Anecdotal record/notes taken during guided reading Graphic organizers Think aloud notes Treasures Benchmark Assessments Opinion writing checklist Peer editing RAISE rubric Teacher conferencing notes
	 Can you tell me what happened? Can you give me information using who, what, when, why, and where? What sources did you use to find information? Describe why this event or person is important? How will you rewrite this information in your own words? Can you find evidence to support your answer? 			

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SPEAKING AND LISTENING (SL)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Comprehension and Collaboration	SL.1.1 Participate in collaborative conversations with diverse partners about grad 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). (SL.1.1a) b. Build on others' talk in conversations by responding to the comment of others through multiple exchanges. (SL.1.1b) c. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c) • Academic Vocabulary • conversation • partner • take turns • listen carefully	 Turn and Talk Classroom Instruction That Works, McRel Small group reading Think Alouds 	See Resource list in the introduction, p. 6 Classroom Instruction That Works, McRel Fontas and Pinnell Leveled readers Diverse Learners: www.cast.org	Required
	 interrupting discussion response Essential Skills and Concepts Know that when talking there are rules that we follow such as, not interrupt when another person is speaking Know that when listening to someone, we need to look at them Know that when we are listening to someone, we need to respond about the same thing Ask questions for clarity Questions Stems and Prompts, e.g. Talk to your partner about Ask your partner? Tell your group about Ask your partner what you think about Tell your partner what you have liked so far. Tell your group what you have learned about Can you say that again? I didn't understand? Can you say it again? Excuse me, can I say something? 			Graphic organizers Think aloud notes Treasures Benchmark Assessments Opinion writing checklist Peer editing RAISE rubric
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Academic Vocabulary • title • story • ask • author • retell • partner • video • text • details • Essential Skills and Concepts • Understand that illustrations and words convey messages • Listen with the intent to remember what is being read	 Turn and Talk Think Alouds 5 W's playing cards Modeling Q's Model conversation Read alouds Conducting Conversations Model for students how to conduct conversations, exchanges and questions with sentence starters for conversation. I believe I think I hear what you said and I think 		

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	O Recognize important details Understand the importance of the title and how it relates to the text Understand that there are messages in videos, television programs, and pictures, as well as text Nnow how to ask appropriate questions Answer questions to show that you understand Questions Stems and Prompts, e.g. What happened in the story? If you had to ask one question about the story, what would it be? What did you learn when you read this book? What is the author trying to tell you? Retell the story to your partner. What do you think the video is telling us? What is the one thing you learned from looking at the text, picture, video?			
	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. • Academic Vocabulary			
SPEAKING AND LISTENING (SL)	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Presentation of Knowledge and Ideas	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • Academic Vocabulary • details • place • happen • describe • express • Essential Skills and Concepts • Understand the event • Understand that a place can be a building, city, space, or location • Know and use sensory words • Know and use positional words • Know and use multiple descriptive words • Questions Stems and Prompts, e.g. • Where did the event take place?	 Book discussions Class discussions Formal/informal class presentations Providing feedback Sharing published works Turn and talk Clap When You Hear It During a book discussion or read aloud, ask students to listen for something specific such as a character name and clap each time they hear it. This activity can be 	See Resource list in the introduction, p. 6 Photo Story computer program www.readwritethink.org Diverse Learners: www.cast.org	Required

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	o Describe the location to your partner.	repeated in other content areas	reading
	 Give details to support your answer. 	(clap when you hear the word	reduing
	What did the person/place look like? Where and when did the great happen?	subtract during a mathematics	Compliance of the complete of
	Where and when did the event happen?Did you tell how you felt when you saw?	lesson or clap when you hear	Graphic organizers
	Can you say more about your idea/feelings?	clouds during a science lesson). The	
		activity encourages listening and	Think aloud notes
		focuses students on the concept	Treasures
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to	being taught. Make certain	Benchmark
	clarify ideas, thoughts, and feelings.	students are clapping when they	Assessments
	Academic Vocabulary	hear their peers use the word as	Assessments
	o illustration	well.	Oninianitian
	o clarify		Opinion writing
	o express		checklist
	o ideas o feelings		Decree divises
	o description		Peer editing
	Essential Skills and Concepts		DAICE
	Use a picture or a media presentation		RAISE rubric
	o Use magazine pictures or clip art to mark posters to support what they are		
	saying Understand that charts, graphs or illustrations help increase understanding		Teacher peer
	 Understand that charts, graphs or illustrations help increase understanding Questions Stems and Prompts, e.g. 		conferencing
	 Can you find or make an illustration that will help clarify your topic? What will you use to help your presentation? 		
	What descriptive pictures can you use to help your presentation be more		
	informative and interesting?		
	SL.1.6 Produce complete sentences when appropriate to task and situation.		
	Academic Vocabulary		
	o complete sentence		
	o restate		
	 <u>Essential Skills and Concepts</u> 		
	 Understand that there are times when using complete sentences is required 		
	o Know that complete sentences express a thought		
	 Know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations 		
	Questions Stems and Prompts, e.g.		
	 Questions Stems and Prompts, e.g. Can you say that in a complete sentence? 		
	o You told who, but can you tell us what they were doing?		
	o Did you remember to talk about the who and the what?		
	o Can you tell more about where, and who?		
LANGUAGE (L)	Students		
ENTOUNGE (E)			
Conventions of	Apply background knowledge (from grade K)		
Standards English	Print many upper- and lowercase letters. (L.K.1a)		
	 Use frequently occurring nouns and verbs. (L.K.1b) 		
	Form regular plural nouns orally by adding /s/or /es/ (e.g., dog, dogs;		
	wish, wishes). (L.K.1c)		
	 Understand and use question words (interrogatives) (e.g., who, what, 		
	where, when, why, how). (L.K.1d)		

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•	Use the most frequently occurring prepositions (e.g., to, from, in, out,
	on, off, for, of, by, with). (L.K.1e)

- Produce and expand complete sentences in shared language activities. (L.K.1f)
- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters. (L.1.1a)
 - b. Use common, proper, and possessive nouns. (L.1.1b)
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1c)
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (L.1.1d)
 - 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.1.1e)
 - f. Use frequently occurring adjectives. (L.1.1f)
 - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1g)
 - h. Use determiners (e.g., articles, demonstratives). (L.1.1h)
 - Use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1i)
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)
 - Academic Vocabulary
 - sente
 - uppercase/lowercase
 - question
 - exclamatory
 - Essential Skills and Concepts
 - Write a complete sentence
 - Understand that a complete sentence has a subject and predicate
 - Understand proper nouns
 - Understand the use of adjectives
 - Write and understand the difference between uppercase and lowercase letters
 - Understand different types of sentences
 - Questions Stems and Prompts, e.g.

TEACHER NOTES, for example

- Model to apply in context (ELA and content)
- Teacher conference in Writers Workshop
- Teacher mini lessons
- Adjective board
- Wordy Birdy

• Morning Message

Have students collaboratively create the morning message – they can add and delete words. Make students aware of punctuation and capitalization. Talk about the types of words they used. Add adjectives, possessives, verbs (in multiple tenses), conjunctions, prepositions and sentence types. Discuss ways to make the message more informative or descriptive.

RESOURCE NOTES

- See Resource list in the introduction, p. 6
- Zanner Bloser
- Grammar lessons from Treasures
- Treasures grammar and spelling components
- Writers' Workshop Tools for Writing, Ralph Fletcher
- www.readwritethink.org
- Diverse Learners: www.cast.org

ASSESSMENT NOTES

Required

- Constructed response
- Formative TBD
- Summative TBD

Suggested (see assessment list in the introduction)

- Anecdotal record/notes taken during guided reading
- Graphic organizers
- · Think aloud notes
- Treasures
 Benchmark
 Assessments
- Opinion writing checklist
- · Peer editing
- RAISE rubric
- Treasures
 Assessments for
 Grammar

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	Can you write a sentence using an uppercase letter? Write a guestion sentence. What do you put at the end of a question sentence? What do you put at the end of a question sentence? What do you put at the end of a question sentence? What do you put at the end of an exclamatory sentence? What do you put at the end of an exclamatory sentence? L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. (L.1.2a) b. Use end punctuation for sentences. (L.1.2b) c. Use commas in dates and to separate single words in a series. (L.1.2c) d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d) e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e) Academic Vocabulary sentence period question mark capitalize punctuate comma capitalize punctuate Sesential Skills and Concepts Identify period, question mark, and exclamation mark Know when to use a period, question mark, and exclamation mark Know when to use a period, question mark, and exclamation mark Know what the first word in a sentences, proper names, days of the week and months are capitalized Know that a comma separates the date from the year Understand how to record letter patterns and their sounds Questions Stems and Prompts, e.g.			
LANGUAGE (L) Vocabulary	Students	TEACHER NOTES, for example	RESOURCE NOTES	ASSESSMENT NOTES
Acquisition and Use	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	Classroom Instruction That Works, McRel Non-linguistic representation	See Resource list in the introduction, p. 6 Classroom Instruction That	Required • Constructed response

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	a. Use sentence-level context as a clue to the meaning of a word or	 Vocabulary organizer 	Works, McRel	Formative TBD
	phrase. (L.1.4a)	, ,		Summative TBD
		Figurative/descriptive language	Diverse Learners:	a Sammane 122
	b. Use frequently occurring affixes as a clue to the meaning of a			
	word. (L.1.4b)		<u>www.cast.org</u>	Commented (see
	(Literature as a Vocabulary Builder		Suggested (see
	c. Identify frequently occurring root words (e.g., look) and their	Use trade books to increase		assessment list in the
	inflectional forms (e.g., looks, looked, looking). (L.1.4c)	students' vocabulary. Create		introduction)
	· -	character maps that require		
	Academic Vocabulary	students to supply attributes of		
	prefix	characters in a recently read text.		 Class discussions
	suffix	Survey a range of alphabet books,		
	affix	select a theme (e.g., food, toys) and		
	root word inflection	create a class alphabet book. Find		
	o Essential Skills and Concepts	words in a selection that may have		
		multiple meanings (e.g., mouse).		
	 Understand and know many common words Understand that some words have other meanings 	For example, the princess goes to		
	Use context and /or pictures to help determine a new meaning	the ball – encourage students to		
	for a known word	create drawings of the multiple		
	 Know and understand affixes 	meanings of the word ball.		
	 Questions Stems and Prompts, e.g. 			
	Can you look at the picture, or the words around the word you	mouse 💣 🏂		
	don't know, to understand its meaning?			
	Does this word have a prefix or suffix?			
	How does the prefix or suffix change the meaning of the word?			
	Can you use a word with a prefix or suffix in a sentence?			
L.1.5	 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (L.1.5a) 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.1.5b) c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5c) 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.1.5d) Academic Vocabulary synonym antonym sort category shades of meaning 	 Categorizing activities Knowledge of Language allows for informed choices in the context of the communication. Writers and speakers select language, word choice and punctuation appropriate for purpose, audience and effect. Think Aloud The teacher models (think aloud) a passage with a difficult word (e.g., Rosie's dog was very unpredictable. One day he liked his food. The next day he didn't.) Step 1: The teacher demonstrates how to re-read the sentence, then skip and return and ask, "What would make sense?" Step 2: Find the word parts ("I see the word part predict. I know that means to make a good guess. I also see un. That means not or can't, so I quess that means Rosie can't 		
	o <u>Essential Skills and Concepts</u>	guess what her dog likes.") Step 3:		
	Distinguish between nouns, verbs, adjectives	Try the word back in the sentence		
		and ask, "Does it sound right? Does		

 Understand synonyms and antonyms it make 	ke sense?"
 Understand shades of meaning for appropriate usage 	
 Understand the relationship between groups of words 	
Sort words into categories	
 Questions Stems and Prompts, e.g. 	
Can you write a synonym for?	
Can you write an antonym for?	
 Looking at these five synonyms, write them from the least powerful to the most powerful. 	
Can you and your partner sort these words into groups?	
 Can you give me an explanation of why you grouped your words in this way? 	
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., I named my hamster Nibblet	
because she nibbles too much because she likes that).	
o <u>Academic Vocabulary</u>	
■ retell	
■ details	
■ problem	
■ solution	
 differently 	
 Essential Skills and Concepts 	
 Understand the importance of sequence in retelling what you have read 	
 Retell the most important events, and then add details 	
 Understand cause and effect events 	
 Ask questions of difficult events 	
 Discuss with partner the events in the story and how the problem 	
was solved.	
 Questions Stems and Prompts, e.g. 	
Can you retell the story in your own words and add details?	
What was the most important event in the story? Why?	
Was there a problem? If so, how was this problem solved?	
What caused the problem?	
What was the solution?	