

English Language Arts 2016-2017



1st

Grade



CANYONS
School District

TABLE OF CONTENTS

SECTION 1: OVERVIEW

Introduction	page 1
General Instructions	page 2
Evidence-Based Instructional Priorities	pages 3-4
Implementation Assessment	page 5

SECTION 2: STANDARDS

ELA Standards Not Represented	page 6
K-2 ELA Utah Core Standards	pages 7-15
K-5 ELA Standards Vertical Alignment	pages 16-40

SECTION 3: SCOPE & SEQUENCE

CSD Literacy Block	pages 41-42
Five-Day Plan for Instruction	pages 43-49
Intensified Plan for Instruction	pages 50-53
Five-Day Plan Review Weeks	pages 54-56
Intensified Routines	pages 56-72

Text Complexity pages 73-74

Scope & Sequence At-A-Glance page 75

Reading Street Schedule and Pacing page 76

Reading Street Scope and Sequence pages 77-88

SECTION 4: INSTRUCTIONAL RESOURCES

Small Group Instruction Resources pages 89-102

Five Day Spelling/Word Study Instructional Plan page 103

Best Practices for Handwriting Instruction pages 104-106

Writing Instructional Practices and Supports pages 107-116

ENGLISH LANGUAGE ARTS (ELA) CURRICULUM MAP

CANYONS SCHOOL DISTRICT

Curriculum Mapping Purpose

Canyons School District's language arts curriculum maps are standards-based maps driven by the Utah Core Standards and implemented using Pearson Reading Street ©2011. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies
- **SCAFFOLDED INSTRUCTION AND GROUPING STRUCTURES:** The organization of a scaffolded classroom includes whole group, small group (e.g., teacher-led skill-based, cooperative learning), partner, and independent work where students are provided support towards mastery. As students assume more responsibility for the learning, gradual support is decreased in order to shift the responsibility for learning from the teacher to the students. (see pages 78-81 for scaffolding ideas)

Canyons School District elementary ELA maps are created and published by the CSD

Instructional Supports Department

ELA

1

General Instructions

Pacing

This curriculum map provides guidance for intertwining the Utah Core Standards and the Reading Street curriculum. Following the map will allow students to access all core standards by the end of the year. To support students' mastery of the standards, targeted standards have been identified for each unit. Attending to these targeted standards will allow teachers to focus instruction for the given unit and better assess students' understanding of each standard.

Units

There are six units that are to be covered over the course of the school year. Each unit represents six weeks of instruction.

Big Question and Question of the Week

These questions provide an anchor for a thematic unit of instruction (six weeks) and are represented in the classroom on a Concept Board. Questions are referred to during Content Knowledge, Concept Talk, Concept Mapping, Main Selection, and in content integration when the question supports Science and/or Social Studies standards.

Assessment

Assessment options include student observation, progress monitoring, Weekly Tests, Fresh Reads, Unit Tests, and Writing to Sources Writing Rubrics. Through the use of the Realize platform for online assessment, teachers can access reports to support student goal-setting and assessment. District-wide Standard-based Assessments are used as our common district assessments. DWSBA are mandatory and are given during a common assessment window.

Targeted Technology Standards

In each unit, one of the International Society for Technology in Education (ISTE) Standards is integrated into the ELA block. Resources are available at <http://edtech.canyonsdistrict.org/elementary-curriculum-maps-iste-standards.html> to assist teachers in integrating technology into ELA instruction based on Reading Street units. The school's Educational Technology Specialist can provide additional supports as requested.

Homework

The struggle to develop independent reading skills and language arts skills should occur while the teacher is available to support and scaffold the learning and correct student errors. Work that is sent home for students to complete should consist of concepts and skills that have been taught in class, been practiced, and the student can do independently. Homework should be used to build automaticity of skills already acquired and not for development of new skills without instruction. For appropriate homework practice, please see the HW Study Skill Pages available at <http://csdela.weebly.com/weekly-study-skills-hw-sheets.html>

Evidence-Based Instructional Priorities

Applied to Literacy Instruction

Explicit Instruction I Do - We Do - Y'all Do - You Do Model - Guide Practice – Partner - Independent			
Systematic <ul style="list-style-type: none"> <input type="checkbox"/> Focused on critical content <input type="checkbox"/> Skills, strategies, and concepts are sequenced logically <input type="checkbox"/> Break down complex skills <input type="checkbox"/> Lessons are organized and focused <input type="checkbox"/> Instructional routines are used <input type="checkbox"/> Examples and non-examples <input type="checkbox"/> Step-by-step demonstrations 	Relentless <ul style="list-style-type: none"> <input type="checkbox"/> Adequate initial practice NOTE: Students who struggle may require 10-30 more times as many practice opportunities than their peers. <input type="checkbox"/> Distributed practice--frequent exposure to content/skill over time <input type="checkbox"/> Cumulative review <input type="checkbox"/> Teach to mastery 	Engaging <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Opportunities to Respond <input type="checkbox"/> Explicit Vocabulary Instruction <input type="checkbox"/> Feedback <input type="checkbox"/> Instructional Grouping <input type="checkbox"/> Acquire – Auto – Apply <input type="checkbox"/> Classroom PBIS 	
Increasing Opportunities to Respond <i>Saying, Writing, Doing</i>		Explicit Vocabulary Instruction	
Group Reading Strategies for Student Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Model: All students track as the teacher reads the passage. Teacher emphasizes reading in phrases with expression. <i>“My turn to model. Everyone tracking.”</i> - Choose this strategy when text contains dialogue, advanced punctuation or other content that makes it more difficult for students. <input type="checkbox"/> Echo Reading: The teacher reads a sentence fluently and immediately the students read it back to the teacher. Keep the time between the model and test very short. All students must track as the teacher or peer reads. <i>“My turn. Echo read. Everyone tracking.” (Model) “Tracking back. Your turn, read.”</i> <input type="checkbox"/> Choral: Students and teacher read together aloud as all students are tracking. This should be only on short sentences and title. Teacher sets pace. <i>“Everyone...choral read.”</i> - Choose this strategy with text that all students can read. <input type="checkbox"/> Cloze: Teacher reads and pauses at a word (focused vocabulary words) and students read the word. Continue for a paragraph or so. <i>“My turn. Everyone tracking. Cloze read....”</i> <input type="checkbox"/> Partner: <i>Partner A</i> reads a sentence and <i>Partner B</i> reads a sentence. Students must track as their partners read. 		<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the word <ul style="list-style-type: none"> • Teacher says the word • All students repeat the word • Teacher gives a child-friendly definition • All students repeat the definition (with teacher guidance) • Repeat above steps as necessary <input type="checkbox"/> Demonstrate <ul style="list-style-type: none"> • Provide an example • Provide a non-example • Repeat above steps as necessary <input type="checkbox"/> Apply <ul style="list-style-type: none"> • Students turn to a partner and use the word in a sentence • Teacher shares a sentence using the word 	
Feedback <ul style="list-style-type: none"> <input type="checkbox"/> Corrective and Affirmative <input type="checkbox"/> Timely and Frequent <input type="checkbox"/> Specific and Reinforcing 	Instructional Grouping <ul style="list-style-type: none"> <input type="checkbox"/> Whole group, Small groups, Partners <input type="checkbox"/> Fluid and flexible <input type="checkbox"/> Skill-Based Small Group Instruction 	Acquire – Auto – Apply <ul style="list-style-type: none"> <input type="checkbox"/> Learn (acquire) the skill <input type="checkbox"/> Build the skill to automaticity <input type="checkbox"/> Apply the skill 	Classroom PBIS <ul style="list-style-type: none"> <input type="checkbox"/> Forming clear behavior expectations <input type="checkbox"/> Explicitly teaching expectations to students <input type="checkbox"/> Reinforcing expectations with students <input type="checkbox"/> Correcting of problem behaviors in a systematic manner

Intensified Systematic Vocabulary Instruction Routine for Building Academic Language

Acquisition DOK 1	<p>Introduction Phase</p> <ol style="list-style-type: none"> 1. Teacher writes/says the word. 2. Students repeat the word. 3. Multisyllabic breakdown 4. Teacher gives a student friendly definition, incorporating synonyms as appropriate. 5. Students restate definition with teacher guidance. 6. Teacher identifies any prefixes, suffixes, base/root words, origin. 	<p>Teacher/Student Responsibilities</p> <p>T: The word is survive. What word? S: Survive. T: Let’s clap/tap “survive” into syllables. T & S: “sur” “vive”. T: How many syllables? S: 2 syllables T: Where’s the syllable break? S: In between sur-vive. T: When people or animals don’t die when things are really bad or dangerous, they survive. T & S: So when people or animals don’t die when things are really bad or dangerous, they survive. T: The prefix “sur” means over, above or more. The suffix “vive” means to live.</p>
Building Automaticity DOK 2	<p>Demonstration Phase</p> <ol style="list-style-type: none"> 7. Illustrate with examples/non-examples <ol style="list-style-type: none"> a) Concrete examples (<i>realia</i>) b) Visual representations—video, pictures, diagrams, etc. c) Physical gesture d) Verbal Examples 8. Sentence Frames (ex. If I had to survive cold weather, I would need _____). 9. Check for students’ understanding by discerning between examples and non-examples (repeat as necessary) 	<p>T: Look at people on this river. It is very dangerous. However, they don’t get hurt or die, they survive.</p> <p>S: If I had to survive in cold weather, I would need to <i>wear a warm coat, snow boots, gloves and a hat.</i></p> <p>T: (Example) If whooping cranes had no food in the winter and all the food was buried in the snow, would they survive? Ones tell your partner why they wouldn’t survive. S1: The cranes wouldn’t survive because they need food. T: (Non-example) If there was an ample supply of food for the whooping crane would they survive. Twos tell your partner why they would survive. S2: The crane would survive because it has plenty of food and it needs food to survive.</p>
Application DOK 3	<p>Application Phase</p> <ol style="list-style-type: none"> 10. Deepen students’ understanding by applying the word in a new context <ol style="list-style-type: none"> a) Teacher asks a deep processing question b) Students responds via a quick write and/or orally with a partner or in a small group or whole group setting. 	<p>T: If a coyote was chasing a rabbit, what could the rabbit do to survive. S: (<i>Student responses will vary, but should demonstrate their level of understanding via their answer</i>)</p>

Reading Street Implementation Assessment

Systematic Use of Materials

- Teacher Edition is being referred to during instruction
- Concept Board is displayed
 - current
 - visible for student use
 - ELL Poster
- A-Z Sound Spelling Cards (1-3) and Alphabet Cards (K) are displayed
- Student editions are easily accessible for use
 - Students reading student editions and/or other RS ancillary materials
- Lesson/Unit is in line with CSD ELA Curriculum Map
- Digital resources from SuccessNet are used, as appropriate, to reinforce instruction

Instructional Routines

- Instructional objectives are
 - posted
 - referred to throughout the lesson
- Instructional content is primarily focused on the lesson in the Teacher's Edition
- Concept Board is being built upon daily as part of instruction
- Teacher uses instructional routines as organized in Teacher's Manual (with additional enhancements such as the
 - intensified routines
 - vocabulary routine
 - group reading strategies
 - sentence frames
- Teacher frequently elicits responses from students:
 - verbal
 - non-verbal
 - physical
 - chorally
 - partners
 - individually
- Teacher provides timely
 - positive
 - corrective feedback to students and
 - provides looped feedback
- Teacher scaffolds and paces instruction based on student responses
- Transitions are smooth and students are clearly following a previously articulated routine

Skill-Based Small Group Instruction

- Small group instruction is included in the daily schedule
- Small group teaching area is
 - well-organized
 - differentiated materials aligned to identified need based on data (e.g., decodable readers, leveled readers, RtI Kit, PALS, FCRR, etc.)
- Teacher provides students with ample feedback loops and opportunities to practice
- Practice Station routines, procedures, and expectations are evident
- Evidence of differentiated practice station activities to support varying student need
- Practice Stations reinforce, review, and/or extend content

1st Grade

ELA Standards Not Explicitly Represented in the Curriculum Map

There are a few standards that have not been represented as targeted standards in any of the units. Below are those standards and the rationale for not being represented in the maps.

Reading Informational Text Standard 4: Ask and answer questions to help determine or clarify the meaning of words and phrases in the text.

Reading Foundational Skills 4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standard 2.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- *These three standards are an integrated component of the curriculum all year long; thus, it was not necessary to identify these standards as targets.*

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

Reading Informational Text Standard 10: With prompting and support, read informational texts appropriately complex for grade 1.

- *The material taught in the literacy block and the content areas is aimed to helping students achieve Reading Standard 10. It is an on-going target that will be addressed all year long and is the ultimate outcome of instruction.*

Reading Standards for Literature K–5

[RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 Students:	Grade 2 Students:
KEY IDEAS AND DETAILS		
<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. 	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 	<ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges.
CRAFT AND STRUCTURE		
<ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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. 6. Identify who is telling the story at various points in a text. 	<ol style="list-style-type: none"> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
INTEGRATION OF KNOWLEDGE AND IDEAS		
<ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	<ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories. 	<ol style="list-style-type: none"> 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
<ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. 	<ol style="list-style-type: none"> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. 	<ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text K–5

[RI]

Kindergartners:	Grade 1 Students:	Grade 2 Students:
KEY IDEAS AND DETAILS		
<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CRAFT AND STRUCTURE		
<ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 	<ol style="list-style-type: none"> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 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. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 	<ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
INTEGRATION OF KNOWLEDGE AND IDEAS		
<ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). 8. With prompting and support, identify the reasons an author gives to support points in a text. 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ol style="list-style-type: none"> 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ol style="list-style-type: none"> 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 8. Describe how reasons support specific points the author makes in a text. 9. Compare and contrast the most important points presented by two texts on the same topic.
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY		
<ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. 	<ol style="list-style-type: none"> 10. With prompting and support, read informational texts appropriately complex for grade 1. 	<ol style="list-style-type: none"> 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills (K–5)

[RF]

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:

Grade 1 Students:

PRINT CONCEPTS

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

PHONOLOGICAL AWARENESS

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

* Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5)

[RF]

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
PHONICS AND WORD RECOGNITION		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
FLUENCY		
<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
TEXT TYPES AND PURPOSES		
<ol style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 	<ol style="list-style-type: none"> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<ol style="list-style-type: none"> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
PRODUCTION AND DISTRIBUTION OF WRITING		
<ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
<ol style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4) 	<ol style="list-style-type: none"> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4) 	<ol style="list-style-type: none"> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experiences or gather information from provided sources to answer a question. (Begins in grade 4)
RANGE OF WRITING		
<ol style="list-style-type: none"> (Begins in grade 3) 	<ol style="list-style-type: none"> (Begins in grade 3) 	<ol style="list-style-type: none"> (Begins in grade 3)

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 Students:	Grade 2 Students:
COMPREHENSION AND COLLABORATION		
<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 2. 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. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics</i> and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics</i> and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
PRESENTATION OF KNOWLEDGE AND IDEAS		
<ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. 	<ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 28 for specific expectations.) 	<ol style="list-style-type: none"> 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)

Language Standards K–5



The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 33 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
CONVENTIONS OF STANDARD ENGLISH		
<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. With guidance and support, identify and write many upper- and lowercase letters, including those in the student’s name. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Independently identify and legibly write all upper- and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word). b. Produce grade-appropriate text using legible writing. c. Use common, proper, and possessive nouns. d. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). e. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). f. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). g. Use frequently occurring adjectives. h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). i. Use determiners (e.g., <i>articles, demonstratives</i>). j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Fluently, independently, and legibly write all upper- and lowercase letters. b. Produce grade-appropriate text using legible writing. c. Understand that cursive is different from manuscript. d. Use collective nouns (e.g., <i>group</i>). e. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). f. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). g. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). h. Use adjectives and adverbs, and choose between them depending on what is to be modified. i. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage → badge; boy → boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Kindergartners:	Grade 1 Students:	Grade 2 Students:
KNOWLEDGE OF LANGUAGE		
<p>3. (Begins in grade 2)</p>	<p>3. (Begins in grade 2)</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
VOCABULARY ACQUISITION AND USE		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

Kindergartners:

Grade 1 Students:

Grade 2 Students:

VOCABULARY ACQUISITION AND USE (CONTINUED)

5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - 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).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - 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.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

5. Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Comprehension and Collaboration

Standard 1

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Kindergarten: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.

1st Grade: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others *with care, speaking one at a time about the topics and texts under discussion*). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

2nd Grade: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways*, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by *linking their comments to the remarks of others*. Ask for *clarification and further explanation as needed* about the topics and texts under discussion.

3rd Grade: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Ask questions to *check understanding of information presented, stay on topic*, and link their comments to the remarks of others. *Explain their own ideas and understanding in light of the discussion.*

4th Grade: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and *carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed* and explain their own ideas and understanding in light of the discussion.

5th Grade: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and *elaborate on the remarks of others*. Review the key ideas expressed and *draw conclusions in light of information and knowledge gained from the discussions.*

Standard 2

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Kindergarten: 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.
1 st Grade: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
2 nd Grade: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3 rd Grade: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4 th Grade: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5 th Grade: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Standard 3

Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Kindergarten: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
1 st Grade: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
2 nd Grade: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
3 rd Grade: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
4 th Grade: Identify the reasons and evidence a speaker provides to support particular points.
5 th Grade: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas**Standard 4**

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Kindergarten: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
1 st Grade: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2 nd Grade: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
3 rd Grade: Report on a topic or text , tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
4 th Grade: Report on a topic or text, tell a story, or recount an experience in an organized manner , using appropriate facts and relevant, descriptive details to support main ideas or themes ; speak clearly at an understandable pace.
5 th Grade: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Standard 5

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Kindergarten: Add drawings or other visual displays to descriptions as desired to provide additional detail.
1 st Grade: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
2 nd Grade: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
3 rd Grade: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
4 th Grade: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
5 th Grade: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Standard 6

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Kindergarten: Speak audibly and express thoughts, feelings, and ideas clearly.
1 st Grade: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3.)
2 nd Grade: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3.)
3 rd Grade: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (See grade 3 Language standards 1 and 3.)
4 th Grade: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1.)
5 th Grade: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3.)

Key Ideas and Details

Standard 1

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

Kindergarten: With prompting and support, ask and answer questions about key details in text.
1 st Grade: Ask and answer about key details in text.
2 nd Grade: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
3 rd Grade: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4 th Grade: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5 th Grade: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard 2

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Kindergarten: With prompting and support, retell familiar stories, including key details.
1 st Grade: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2 nd Grade: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3 rd Grade: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
4 th Grade: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5 th Grade: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Standard 3

Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Kindergarten: With prompting and support, identify characters, settings, and major events in a story.
1 st Grade: Describe characters, settings, and major events in a story, using key details.
2 nd Grade: Describe how characters in a story respond to major events and challenges.
3 rd Grade: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4 th Grade: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
5 th Grade: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure**Standard 4**

Anchor Standard 4: Interpret words and phrases as they are used in text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Kindergarten: Ask and answer questions about unknown words in text.

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

2nd Grade: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

3rd Grade: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

4th Grade: Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g., Herculean).

5th Grade: Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.

Standard 5

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.

Kindergarten: Recognize common types of texts (e.g., storybooks, poems).

1st Grade: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

2nd Grade: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

3rd Grade: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.

4th Grade: Explain major differences between poems, drama, prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

5th Grade: Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Standard 6

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Kindergarten: With prompting and support, name the author and illustrator of a story and define the role of each in tell the story.

1st Grade: Identify who is telling the story at various points in a text.

2nd Grade: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

3rd Grade: Distinguish their own point of view from that of the narrator or those of the characters.

4th Grade: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

5th Grade: Describe how a narrator's or speaker's point of view influences how event are described.

**Integration of Knowledge and Ideas
Standard 7**

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Kindergarten: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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

2nd Grade: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

3rd Grade: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

4th Grade: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

5th Grade: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Standard 8

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence.

Kindergarten: Not applicable.

1st Grade: Not applicable.

2nd Grade: Not applicable.

3rd Grade: Not applicable.

4th Grade: Not applicable.

5th Grade: Not applicable.

Standard 9

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Kindergarten: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

1st Grade: Compare and contrast the adventures and experiences of characters in stories.

2nd Grade: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

3rd Grade: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

4th Grade: Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

5th Grade: Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity
Standard 10

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Kindergarten: <i>Actively engage in group reading activities with purpose and understanding.</i>
1 st Grade: <i>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</i>
2 nd Grade: <i>By the end of the year, read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>
3 rd Grade: <i>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 complexity band proficiently and independently.</i>
4 th Grade: <i>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>
5 th Grade: <i>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</i>

Key Ideas and Details

Standard 1

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.

Kindergarten: With prompting and support, ask and answer questions about key details in a text.
1 st Grade: Ask and answer questions about key details in a text.
2 nd Grade: Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.
3 rd Grade: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4 th Grade: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5 th Grade: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Standard 2

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Kindergarten: With prompting and support, identify the main topic and retell key details of a text.
1 st Grade: Identify the main topic and retell key details of a text.
2 nd Grade: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3 rd Grade: Determine the main idea of a text; recount the key details and explain how they support the main idea.
4 th Grade: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5 th Grade: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Standard 3

Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Kindergarten: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text
1 st Grade: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2 nd Grade: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3 rd Grade: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4 th Grade: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
5 th Grade: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure
Standard 4

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Kindergarten: With prompting and support, ask and answer questions about unknown words in a text.
1 st Grade: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2 nd Grade: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
3 rd Grade: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
4 th Grade: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
5 th Grade: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Standard 5

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Kindergarten: Identify the front cover, back cover, and title page of a book.
1 st Grade: 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.
2 nd Grade: Know and use various text features (e.g., captions, bold print, subheadings , glossaries, indexes , electronic menus, icons) to locate key facts or information in a text efficiently.
3 rd Grade: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4 th Grade: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
5 th Grade: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Standard 6

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Kindergarten: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
1 st Grade: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
2 nd Grade: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
3 rd Grade: Distinguish their own point of view from that of the author of a text.
4 th Grade: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
5 th Grade: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas
Standard 7**

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

Kindergarten: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
1 st Grade: Use the illustrations and details in a text to describe its key ideas.
2 nd Grade: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
3 rd Grade: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
4 th Grade: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
5 th Grade: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Standard 8

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Kindergarten: With prompting and support, identify the reasons an author gives to support points in a text.
1 st Grade: Identify the reasons an author gives to support points in a text.
2 nd Grade: Describe how reasons support specific points the author makes in a text.
3 rd Grade: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
4 th Grade: Explain how an author uses reasons and evidence to support particular points in a text.
5 th Grade: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Standard 9

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Kindergarten: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1 st Grade: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2 nd Grade: Compare and contrast the most important points presented by two texts on the same topic.
3 rd Grade: Compare and contrast the most important points and key details presented in two texts on the same topic.
4 th Grade: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
5 th Grade: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity
Standard 10

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Kindergarten: Actively engage in group reading activities with purpose and understanding.
1 st Grade: With prompting and support, read informational texts appropriately complex for grad
2 nd Grade: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3 rd Grade: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
4 th Grade: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5 th Grade: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Text Types and Purposes

Standard 1

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Kindergarten: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
1 st Grade: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure .
2 nd Grade: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section .
3 rd Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons . Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons . Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.
4 th Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons and information . Introduce a topic or text clearly , state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose . Provide reasons that are supported by facts and details . Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). Provide a concluding statement or section related to the opinion presented .
5 th Grade: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) . Provide a concluding statement or section related to the opinion presented.

Standard 2

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Kindergarten: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic .
1 st Grade: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure .
2 nd Grade: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points , and provide a concluding statement or section .
3 rd Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly . Introduce a topic and group related information together; include illustrations when useful to aiding comprehension . Develop the topic with facts, definitions, and details . Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section.
4 th Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension . Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic . Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented .
5 th Grade: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus , and group related information logically ; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic . Link ideas

within and across categories of information using words, phrases, and **clauses** (e.g., *in contrast, especially*). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

Standard 3

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Kindergarten: Use a **combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order** in which they occurred, and **provide a reaction** to what happened.

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

2nd Grade: Write narratives in which they recount a **well-elaborated event or short sequence of events**, include details to **describe actions, thoughts, and feelings**, use temporal words to signal event order, and provide a sense of closure.

3rd Grade: Write narratives to develop **real or imagined** experiences or events using **effective technique, descriptive details, and clear event sequences**. **Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue** and descriptions of actions, thoughts, and feelings to develop experiences and events or show the **response of characters to situations**. Use temporal words and **phrases** to signal event order. Provide a sense of closure.

4th Grade: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a **variety of transitional words and phrases** to manage the sequence of events. Use **concrete words and phrases and sensory details** to convey experiences and events precisely. Provide a **conclusion that follows from the narrated experiences or events**.

5th Grade: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and **pacing**, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and **clauses** to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Standard 4

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Kindergarten: N/A

1st Grade: N/A

2nd Grade: N/A

3rd Grade: **With guidance and support from adults**, produce writing in which the **development and organization are appropriate to task and purpose**. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4th Grade: Produce **clear and coherent writing** in which the development and organization are appropriate to task, purpose, and **audience**. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5th Grade: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Standard 5

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Kindergarten: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1 st Grade: With guidance and support from adults, focus on a topic , respond to questions and suggestions from peers, and add details to strengthen writing as needed.
2 nd Grade: With guidance and support from adults and peers , focus on a topic and strengthen writing as needed by revising and editing .
3 rd Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing . (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
4 th Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)
5 th Grade: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach . (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

Standard 6

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Kindergarten: With guidance and support from adults , explore a variety of digital tools to produce and publish writing , including in collaboration with peers .
1 st Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2 nd Grade: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3 rd Grade: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
4 th Grade: With some guidance and support from adults, use technology, including the Internet , to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting .
5 th Grade: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge**Standard 7**

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Kindergarten: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
1 st Grade: Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
2 nd Grade: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3 rd Grade: Conduct short research projects that build knowledge about a topic.
4 th Grade: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5 th Grade: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Standard 8

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Kindergarten: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1 st Grade: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2 nd Grade: Recall information from experiences or gather information from provided sources to answer a question.
3 rd Grade: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
4 th Grade: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
5 th Grade: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Standard 9

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Kindergarten: N/A
1 st Grade: N/A
2 nd Grade: N/A
3 rd Grade: N/A
4 th Grade: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”) Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
5 th Grade: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing**Standard 10**

Anchor Standard 10: Write routinely over 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 tasks, purposes, and audiences.

Kindergarten: N/A
1 st Grade: N/A
2 nd Grade: N/A
3 rd Grade: Write routinely over 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
4 th Grade: Write routinely over 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.
5 th Grade: Write routinely over 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.

Conventions of Standard English

Standard 1

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

Kindergarten:

- a. With guidance and support, identify and write many upper- and lowercase letters, including those in the student's name.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

1st Grade:

- a. Independently identify and legibly write all upper- and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word).
- b. Produce grade-appropriate text using legible writing.
- c. Use common, proper, and possessive nouns.
- d. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- e. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- f. 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).
- g. Use frequently occurring adjectives.
- h. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- i. Use determiners (e.g., articles, demonstratives).
- j. Use frequently occurring prepositions (e.g., during, beyond, toward).
- k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2nd Grade:

- a. Fluently, independently, and legibly write all upper- and lowercase letters.
- b. Produce grade-appropriate text using legible writing.
- c. Understand that cursive is different from manuscript.
- d. Use collective nouns (e.g., group).
- e. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- f. Use reflexive pronouns (e.g., myself, ourselves).
- g. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- h. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- i. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

3rd Grade:

- a. **Independently and legibly** write all upper-and lower-case cursive letters.
- b. **Produce grade-appropriate text using legible cursive writing.**
- c. Explain the function of **nouns, pronouns, verbs, adjectives, and adverbs** in general and their functions in particular sentences
- d. Form and use **regular and** irregular plural nouns.
- e. Use abstract nouns (e.g., *childhood*).
- f. Form and use **regular and** irregular verbs.
- g. Form and use **the simple** (e.g., *I walked; I walk; I will walk*) verb **tenses**.
- h. **Ensure subject-verb and pronoun-antecedent agreement.**
- i. Form and use **comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**
- j. **Use coordinating and subordinating conjunctions.**
- k. **Produce** simple, compound and complex sentences.

4th Grade:

- a. **Fluently**, independently, and legibly write all upper and lower case cursive letters.
- b. **Produce grade-appropriate text using legible cursive.**
- c. Use **relative** pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- d. Form and use the **progressive** (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- e. Use **modal auxiliaries** (e.g., *can, may, must*) to convey various conditions.
- f. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- g. Form and use **prepositional phrases**.
- h. Produce complete sentences, **recognizing and correcting inappropriate fragments and run-ons**.
- i. **Correctly use frequently confused words** (e.g., *to, too, two; there, their*).

5th Grade:

- a. **Maintain** legible and fluent cursive writing.
- b. Explain the function of conjunctions, **prepositions, and interjections** in general and their function in particular sentences.
- c. Form and use the **perfect** (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- d. Use **verb tense** to convey various **times, sequences, states, and conditions**.
- e. **Recognize and correct inappropriate shifts in verb tense.**
- f. Use **correlative conjunctions** (e.g., *either/or, neither/nor*).

Conventions of Standard English
Standard 2

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

<p>Kindergarten:</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p>1st Grade:</p> <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spellings for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p>2nd Grade:</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives d. Generalize learned spelling patterns when writing words (e.g., cage - badge; boy - boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
<p>3rd Grade</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<p>4th Grade:</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade- appropriate words correctly, consulting references as needed.
<p>5th Grade:</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade- appropriate words correctly, consulting references as needed.

Knowledge of Language**Standard 3**

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Kindergarten: (Begins in grade 2)
1 st Grade: (Begins in grade 2)
2 nd Grade: a. Compare formal and informal uses of English.
3 rd Grade: a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
4 th Grade: a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
5 th Grade: a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use**Standard 4**

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Kindergarten: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
1 st Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

2nd Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 2** reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning **of a word or phrase**.
- b. **Determine** the meaning of the **new** word **formed when a known prefix is added to a known word** (e.g., *happy/unhappy, tell/retell*).
- c. **Use a known** root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
- d. **Use knowledge of the meaning of individual words to predict the meaning of compound words** (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
- e. **Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases**.

3rd Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 3** reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

4th Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 4** reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., *definitions, examples, or restatements in text*) as a clue to the meaning of a word or phrase.
- b. Use **common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word** (e.g., *telegraph, photograph, autograph*).
- c. **Consult reference materials** (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the **pronunciation and** determine or clarify the precise meaning of key words and phrases.

5th Grade: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 5** reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., *cause/ effect relationships and comparisons in text*) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- c. Consult reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Vocabulary Acquisition and Use
Standard 5

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>Kindergarten:</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are colorful). Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
<p>1st Grade:</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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). Identify real-life connections between words and their use (e.g., note places at home that are cozy). 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.
<p>2nd Grade:</p> <ol style="list-style-type: none"> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<p>3rd Grade:</p> <ol style="list-style-type: none"> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)
<p>4th Grade:</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)
<p>5th Grade:</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Vocabulary Acquisition and Use
Standard 6

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Kindergarten: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1 st Grade: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
2 nd Grade: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
3 rd Grade: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
4 th Grade: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
5 th Grade: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Print Concepts
Standard 1**

Kindergarten: Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page-by-page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper and lowercase letters of the alphabet.
1 st Grade: Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
2 nd Grade: (Not applicable)
3 rd Grade: (Not applicable)
4 th Grade: (Not applicable)
5 th Grade: (Not applicable)

**Phonological Awareness
Standard 2**

Kindergarten: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial medial vowel, and final sounds (phonemes) in three phoneme CVC words. (This does not include CVCs ending in /l/, /r/ or /x/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
1 st Grade: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single - syllable words into their complete sequence of individual sounds (phonemes).
2 nd Grade: (Not applicable)
3 rd Grade: (Not applicable)
4 th Grade: (Not applicable)
5 th Grade: (Not applicable)

**Phonics and Words Recognition
Standard 3**

Kindergarten: Know and apply grade-level phonics and word analysis skills in decoding words. Demonstrate basic knowledge of on-to-one letter sound correspondences by producing the primary or many of the most frequent sound of each consonant. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
1 st Grade: Know and apply grade-level phonics and word analysis skills in decoding words. Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final –e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words.
2 nd Grade: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.

3 rd Grade: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.
4 th Grade: Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
5 th Grade: Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency Standard 4

Kindergarten: Read emergent reader texts with purpose and understanding.
1 st Grade: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2 nd Grade: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
3 rd Grade: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
4 th Grade: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5 th Grade: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CSD First Grade Literacy Block FALL

Literacy Component	Range of Time	Class Configuration	Focus of Instruction		
Get Ready to Read	35-65 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Concept Development • Oral Vocabulary • Phonemic Awareness • Phonics • Spelling/Word Study/Handwriting 		
Read and Comprehend	15-40 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • High Frequency Words/Story Words/Vocabulary • Comprehension 		
Language Arts	30-45 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Conventions • Writing 		
Skill-Based Instruction Additional skill-based instruction in small group setting with teacher. Other students engage in Practice Stations that review, reinforce, extend, English Language Development or Instruction based on Individualized Education Plans will be provided for identified students	45-60 minutes 10-15 minutes per group	Teach and Model Practice Stations			
		Small Groups	Focus of Instruction	Instructional Materials	
		Group 1 Benchmark on PSF Benchmark on Nonsense Word Fluency CLS	Blending, Reading, Discussing and Writing <ul style="list-style-type: none"> • Maintaining accuracy and fluency within connected text—repeated readings • Comprehension and vocabulary development • Practice with reading and writing opportunities tied to Core subjects 	<ul style="list-style-type: none"> • Reading Street: Decodable Texts • Reading Street: Fresh Reads • Reading Street: Advanced Level Lessons and Readers • Reading Street: Rtl Kit Fluency, Vocabulary and Comprehension • Reading Street: Research and Inquiry Lessons • PALS • FCRR Student Activities for Fluency, Comprehension and Vocabulary 	
		Group 2 Benchmark on PSF Below Benchmark on Nonsense Word Fluency CLS	Blending and Decoding Words <ul style="list-style-type: none"> • Sound Letter Correspondence • Word study focused on Alphabetic Principle 	<ul style="list-style-type: none"> • Reading Street: Rtl Kit Fluency • Reading Street: Below Level Lessons and Readers • Blend and Read Decodable Readers • High-Frequency Word Practice • PALS 	
		Group 3 Below Benchmark on PSF Benchmark on Nonsense Word Fluency CLS	Decoding <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word Study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • Use the <i>Core Phonics Screener Alignment Guide</i> to identify skill deficits and areas of targeted instruction 	<ul style="list-style-type: none"> • Reading Street: Strategic Level Lessons and Readers • Reading Street: Rtl Kit Phonics and Decoding • FCRR Student Activities—Phonics • PALS • Elkonin boxes with letter tiles • Sight Word and/or Fry Phrases Speed Drills 	
Group 4 Below Benchmark on PSF Below Benchmark on Nonsense Word Fluency CLS	Phonemic Awareness & Decoding <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • <i>Core Phonics Screener & Alignment Guide</i> to identify skill deficits and areas of targeted instruction 	<ul style="list-style-type: none"> • Reading Street: Decodable Text • CSD Decodable Database • Reading Street: Rtl Kit Phonemic Awareness; Phonics and Decoding Lessons • FCRR Student Activities—Phonemic Awareness and Phonics • PALS • Elkonin boxes with discs to push up sounds and letter tiles 			
Content Integration	20-30 minutes	Whole Group/ Small Group	<ul style="list-style-type: none"> • Use the ELA standards to set the foundation or build background for science and social studies content standards—see content integration map 		

CSD First Grade Literacy Block WINTER / SPRING

Literacy Component	Range of Time	Class Configuration	Focus of Instruction	
Get Ready to Read	35-65 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Concept Development • Oral Vocabulary • Phonemic Awareness • Phonics • Spelling/Word Study/Handwriting 	
Read and Comprehend	15-40 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • High Frequency Words/Story Words/Vocabulary • Comprehension 	
Language Arts	30-45 minutes	Whole Group Cooperative Groups & Partners	<ul style="list-style-type: none"> • Conventions • Writing 	
Skill-Based Instruction Additional skill-based instruction in small group setting with teacher. Other students engage in Practice Stations that review, reinforce, extend, English Language Development or Instruction based on Individualized Education Plans will be provided for identified students	45-60 minutes 10-15 minutes per group	<i>Teach and Model Practice Stations</i>		
		Small Groups	Focus of Instruction	Instructional Materials
		Group 1 Benchmark on DORF Benchmark on Nonsense Word Fluency WWR	Reading, Discussing and Writing <ul style="list-style-type: none"> • Maintaining accuracy and fluency within connected text—repeated readings • Comprehension and vocabulary development • Extended reading and writing opportunities tied to Core subjects 	<ul style="list-style-type: none"> • Reading Street: Decodable Texts • Reading Street: Fresh Reads • Reading Street: Advanced Level Lessons and Readers • Reading Street: RtI Kit Fluency, Vocabulary and Comprehension • Reading Street: Research and Inquiry Lessons • PALS • FCRR Student Activities for Fluency, Comprehension and Vocabulary
		Group 2 Below Benchmark Rate DORF Benchmark on Nonsense Word Fluency WWR	Blending and Decoding Words <ul style="list-style-type: none"> • Sound Letter Correspondence • Word study focused on Alphabetic Principle 	<ul style="list-style-type: none"> • Reading Street: RtI Kit Fluency • Reading Street: Below Level Lessons and Readers • Blend and Read Decodable Readers • High-Frequency Word Practice • PALS
		Group 3 Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR	Decoding <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word Study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • Use the <i>Core Phonics Screener Alignment Guide</i> to identify skill deficits and areas of targeted instruction 	<ul style="list-style-type: none"> • Reading Street: Strategic Level Lessons and Readers • Reading Street: RtI Kit Phonics and Decoding • FCRR Student Activities—Phonics • PALS • Elkonin boxes with letter tiles • Sight Word and/or Fry Phrases Speed Drills
Group 4 Below Benchmark rate DORF Below Benchmark on Nonsense Word Fluency WWR	Phonemic Awareness & Decoding <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • <i>Core Phonics Screener & Alignment Guide</i> to identify skill deficits and areas of targeted instruction 	<ul style="list-style-type: none"> • Reading Street: Decodable Text • CSD Decodable Database • Reading Street: RtI Kit Phonemic Awareness; Phonics and Decoding Lessons • FCRR Student Activities—Phonemic Awareness and Phonics • PALS • Elkonin boxes with discs to push up sounds and letter tiles 		
Content Integration	20-30 minutes	Whole Group/ Small Group	<ul style="list-style-type: none"> • Use the ELA standards to set the foundation or build background for science and social studies content standards—see content integration map 	

Grade 1 Unit R Five-Day Plan for *Reading Street*

Literacy Block Component		No School	No School	August 24: Unit R Week 1	August 25: Unit R Week 1	August 26: Unit R Week 2
65-90 Minutes	Content Knowledge <i>Get Ready to Read</i>			Content Knowledge (Day 1) <ul style="list-style-type: none"> • Concept Talk • Question of the Week • Build Oral Language • Concept Map 15 min.	Content Knowledge (Day 2) <ul style="list-style-type: none"> • Expand the Concept • Question of the Week • Build Oral Language • Big Book 15 min.	Content Knowledge (Day 1) <ul style="list-style-type: none"> • Concept Talk • Question of the Week • Build Oral Language • Concept Map • 15 min.
				Phonemic Awareness (Day 1 & 2) 10 min.	Phonemic Awareness (Day 3 & 4) 10 min.	Phonemic Awareness (Day 1&2) 10 min.
				Phonics (Day 1 & 2) & Handwriting (Day 1 & 2, Letter M & S) 20 min.	Phonics (Day 3 & 4) & Handwriting (Day 3 & 4, Letter T & A (use words from RWN pg. 18)) Decodable Practice Reader (Day 4 or 5) 30 min.	Phonics (Day 1 & 2) & Handwriting (Day 1 & 2, Letter C & P) 20 min.
	Text Based Comprehension <i>Read and</i>			High-Frequency Words (Day 3) I, see, a, green 10 min.	High-Frequency Words (Day 4) I, see, a, green 10 min.	High-Frequency Words (Day 3) we, like, the, one 10 min.
			Listening Comprehension (Day 1) 10 min.	Text Based Comprehension & Main Selection (Day 4) 25 min.	Listening Comprehension (Day 1) 20 min.	

Grade 1 Unit R Five-Day Plan for *Reading Street*

Literacy Block Component		Aug 29: Unit R Week 2	Aug 30: Unit R Week 2	Aug 31: Unit R Week 3	Sept. 1: Unit R Week 3	Sept. 2: Unit R Week 4:			
75-90 Minutes	Content Knowledge Get Ready to Read	15 min.	Content Knowledge (Day 2) <ul style="list-style-type: none"> Expand the Concept Question of the Week Build Oral Language Big Book 	15 min.	Content Knowledge (Day 1) <ul style="list-style-type: none"> Concept Talk Question of the Week Build Oral Language Concept map 	15 min.	Content Knowledge (Day 2) <ul style="list-style-type: none"> Expand the Concept Question of the Week Build Oral Language Big Book 		
		10 min.	Phonemic Awareness (Day 3 & 4)	10 min.	Phonemic Awareness (Day 1 & 2)	10 min.	Phonemic Awareness (Day 3 & 4)	10 min.	Phonemic Awareness (Day 1 & 2)
	30 min.	Phonics (Day 3 & 4) Handwriting (Day 3 & 4, Letter N (use words from RWN pg. 38) Decodable Practice Reader (Day 4 or 5))	25 min.	Fluent Word Reading—Spiral Review (Day 5) Decodable Practice Reader (Day 5)	20 min.	Phonics (Day 1 & 2) Handwriting (Day 1 & 2, Letter fB & G)	30 min.	Phonics (Day 3 & 4) & Handwriting (Day 3 & 4, Letter F & I) (use words from RWN pg. 78) Decodable Practice Reader (Day 4 or 5)	20 min.
24 min.	High-Frequency Words (Day 4) we, like, the, one Text Based Comprehension & Main Selection (Day 4)	10 min.	High-Frequency Words (Day 5) we, like, the, one Weekly Test (teacher discretion)	10 min.	High-Frequency Words (Day 3) look, do, you, was, yellow Listening Comprehension (Day 1)	10 min.	High-Frequency Words (Day 4) look, do, you, was, yellow Text Based Comprehension & Main Selection (Day 4)	10 min.	High-Frequency Words (Day 3) are, have, that, they, two Listening Comprehension (Day 1)

Grade 1 Unit R Five-Day Plan for *Reading Street*

Literacy Block Component		Sept. 5: No School	Sept. 6: Unit R Week 4	Sept. 7: Unit R Week 5	Sept. 8: Unit R Week 5	Sept. 9: Unit R Week 6
65-90 Minutes	Content Knowledge <i>Get Ready to Read</i>	Labor Day No School	Content Knowledge (Day 2) <ul style="list-style-type: none"> • Expand the Concept • Question of the Week • Build Oral Language • Big Book 15 min.	Content Knowledge (Day 1) <ul style="list-style-type: none"> • Concept Talk • Question of the Week • Build Oral Language • Concept Map 15 min	Content Knowledge (Day 2) <ul style="list-style-type: none"> • Expand the Concept • Question of the Week • Build Oral Language • Big Book 15 min.	Content Knowledge (Day 1) <ul style="list-style-type: none"> • Concept Talk • Question of the Week • Build Oral Language • Concept Map 15 min.
			Phonemic Awareness (Day 3 & 4) 10 min	Phonemic Awareness (Day 1 & 2) 10 min.	Phonemic Awareness (Day 3 & 4) 10 min.	Phonemic Awareness (Day 1 & 2) 10 min.
			Phonics (Day 3 & 4) & Handwriting (Day 3 & 4, Letter F & I) (use words from RWN pg. 78) Decodable Practice Reader (Day 5) 30 min.	Phonics (Day 1 & 2) & Handwriting (Day 1 & 2, Letters R, W & I) 20 min.	Phonics (Day 3 & 4) & Handwriting (Day 3 & 4, Letters K & E) (use words from RWN pg. 118) Decodable Practice Reader (Day 4 or 5) 30 min.	Phonics (Day 1 & 2) & Handwriting (Day 1 & 2, Letters V, Y & Z) 20 min.
	High-Frequency Words (Day 4) are, have, that, they, two Text Based Comprehension & Main Selection (Day 4) 25 min.		High-Frequency Words (Day 3) Is, he, three, with, to Listening Comprehension (Day 1) 10 min.	High-Frequency Words (Day 4) Is, he, three, with, to Text Based Comprehension & Main Selection (Day 4) 25 min.	High-Frequency Words (Day 3) Go, for, here, me, where Listening comprehension Day 1 20 min.	

Grade 1: Five-Day Plan for *Reading Street*

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
35-65 minutes	Get Ready to Read Content Knowledge	Content Knowledge • Street Rhymes! • Concept Talk • Question of the Week • Build Oral Language • Concept Map 15 min.	Content Knowledge • Expand the Concept • Question of the Week • Build Oral Language • Big Book 10 min	Content Knowledge • Expand the Concept • Question of the Week • Build Oral Language • Big Book 5 min.	Content Knowledge • Expand the Concept • Question of the Week • Build Oral Language • Read Aloud 5 min.	Content Knowledge • Review Concept • Read Aloud • Build Oral Language • Build Oral Vocabulary • Review Amazing Words & Concept Map 5-10 min.
		Build Oral Vocabulary • Sing with Me Big Book • Amazing Words • Vocabulary Routine 10 min.	Build Oral Vocabulary • Amazing Words • Vocab Routine • Add to Concept Map 10 min	Build Oral Vocabulary • Amazing Words • Vocab Routine • Add to Concept Map 5 min.	Build Oral Vocabulary • Amazing Words • Vocab Routine • Add to Concept Map 5 min.	Phonemic Awareness Review Phonics Review 10 min.
		Phonemic Awareness 5 min.	Phonemic Awareness 5 min.	Phonemic Awareness 5 min.	Phonemic Awareness 5 min.	Spelling/Word Study • Spelling Post-Test of 10-12 words 15 min.
		Phonics • Teach/Model • Guide Practice • Apply 10 min.	Phonics • Teach/Model • Guide Practice • Apply 10 min.	Phonics • Phonics- Build Words Fluent Word Reading Blend and Read 20 min.	Phonics Review 10 min.	
		Decodable Reader • Reread for Fluency 10 min.	Decodable Reader • Reread for Fluency 10 min		Decodable Reader • Reread for Fluency 10 min.	
		Spelling/Word Study • Pretest 5-7 words • Spelling Patterns with Routine Card #7 from Rtl Kit Handwriting— <i>Model, Practice, and Monitor within Word Study</i> 15-20 min.	Phonics Review • Review Sound-Spellings • Decode words in isolation • Decode words in context 5-10 min	Spelling/Word Study • Pretest 5-7 words • Spelling Patterns with Routine Card #7 from Rtl Kit Handwriting— <i>Model, Practice, and Monitor within Word Study</i> 10 min.	Fluent Word Reading • Spiral Review • Read words in Isolation • Read Words in Context 5-10 min	
			Spelling/Word Study Teacher-Created Word Sort Handwriting— <i>Model, Practice, and Monitor within Word Study</i> 10 min.		Spelling/Word Study Teacher-Created Word Sort Handwriting— <i>Model, Practice, and Monitor within Word Study</i> 10 min.	

Grade 1: Five-Day Plan for *Reading Street*

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
20-40 minutes	Read and Comprehend Text-Based Comprehension	High Frequency Words <ul style="list-style-type: none"> Routine I Can Read 10 min.	High Frequency Words I Can Read Selection Vocabulary 20-min.	High Frequency & Selection Words <ul style="list-style-type: none"> Read Words in Isolation Read Words in Context 5 min.	Science in Reading or Social Studies in reading or 21st Century Skills Read (paired selection) <ul style="list-style-type: none"> Access Text Reading and Writing Across Texts (<i>Writing to Sources</i>) Fluency 20 min.	Text-Based Comprehension Review Vocabulary Review 20 min.
		Text-Based Comprehension <ul style="list-style-type: none"> Teacher Read Aloud Model A Close Read Teach Target Skill Guide Practice Apply 5-10 min.	Text-Based Comprehension <ul style="list-style-type: none"> Introduce Main Selection Access the Main Selection Close Read the Main Selection Check Understanding 15-20 min.	Text-Based Comprehension <ul style="list-style-type: none"> Read Main Selection Read for Understanding Think Critically <ul style="list-style-type: none"> Choose 1-3 questions to discuss and write Retell		Assessment Menu: <ul style="list-style-type: none"> Weekly Test Writing to Sources Four Square Teacher created tests Unit tests 20 min.
				5-10 min Fluency Reread for Fluency		

Grade 1: Five-Day Plan for *Reading Street*

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
15-45 minutes	Language Arts	15 min. Conventions/Grammar <ul style="list-style-type: none"> Conventions lesson 	15 min. Conventions/ Grammar <ul style="list-style-type: none"> Conventions lesson Grammar Jammer 	Conventions/Grammar embedded into Authentic Writing Instruction		
		Writing <ul style="list-style-type: none"> Focus on writing to learn embedded in instruction Begin product writing on Day 3 	Writing <ul style="list-style-type: none"> Focus on writing to learn embedded in instruction Begin product writing on Day 3 	25-45 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Include Four-Square Writing Strategy Embedded Conventions Lesson	30-40 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Include Four-Square Writing Strategy Embedded Conventions Lesson	30-45 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Include Four-Square Writing Strategy Embedded Conventions Lesson

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
Skill-Based Practice Stations Small Group 45-60 minutes <i>Suggestions for what the other students are doing</i>	Practice Stations <ul style="list-style-type: none"> Social Studies and/or Science Connections Practice Station Flipcharts Writing Assignments Project-Based Learning Projects Research and Inquiry Activities Keyboarding Practice Targeted Reading with Aligned Purposes and Tasks Imagine Learning (for ELL level 1 or 2 (60-75 minutes per week) Reflex Math Technology Supports—Apps, Websites, etc. Lexia or Reading Plus or MyON (60 minutes per week) 				
	Practice Station Ideas that Correlate to the Day's Instruction				
	<ul style="list-style-type: none"> Handwriting Practice Daily Fix It Reread for Fluency—Decodable Reader 	<ul style="list-style-type: none"> RWN Vocabulary High Frequency Words "I Can Read!" SE 	<ul style="list-style-type: none"> Reread for Fluency—Main Selection 	<ul style="list-style-type: none"> Teacher-Created Word Sorts Handwriting Practice Sheet Reread for Fluency Decodable Reader 	<ul style="list-style-type: none"> Fluency Check with a Buddy using Fresh Reads/Assessment Handbook Fluency Passages

Grade 1: Five-Day Plan for *Reading Street*

Literacy Block Component	Description	Resources
<p>Content Integration See Content Integration Map</p> <p>Small Group Whole Group</p> <p>20-30 minutes</p>	<p>Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards.</p> <p>The Utah Core states: “By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.</p>	<p>Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> • Content Leveled Readers (SE) • eReaders (digital) <p>Research and Inquiry</p> <ul style="list-style-type: none"> • Identify and Focus Topic <p>Science/Social Studies</p> <ul style="list-style-type: none"> • Set the stage for Lab or Learning Task

Grade 1: INTENSIFIED Five-Day Plan for *Reading Street*

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
35-80 minutes	Get Ready to Read Content Knowledge	Content Knowledge • Street Rhymes! • Question of the Week • Build Oral Language • Concept Map • ELL Poster • Think, Discuss, Write, Read, Share 20 min.	Content Knowledge • Expand the Concept • Question of the Week • Build Oral Language • Big Book • Think, Discuss, Write, Read, Share 20 min.	Content Knowledge • Expand the Concept • Question of the Week • Build Oral Language • Big Book • Think, Discuss, Write, Read, Share 20 min.	Content Knowledge • Expand the Concept • Question of the Week • Build Oral Language • Read Aloud • Think, Discuss, Write, Read, Share 20 min.	Content Knowledge • Review Concept • Read Aloud • Read Aloud Routine • Build Oral Language • Build Oral Vocabulary • Review Amazing Words & Concept Map • Four Square 5-10 min.
		Build Oral Vocabulary • Sing with Me Big Book • Amazing Words • Vocabulary Routine 10 min.	Build Oral Vocabulary • Amazing Words • Vocab Routine • Add to Concept Map • ELL Poster Routine 5 min.	Build Oral Vocabulary • Amazing Words • Vocab Routine • Add to Concept Map • Read Aloud Routine • ELL Poster Routine 5 min.	Build Oral Vocabulary • Amazing Words • Vocab Routine • Add to Concept Map • ELL Poster Routine 5 min.	Phonemic Awareness Review Phonics Review 10 min.
		Phonemic Awareness 5 min.	Phonemic Awareness 5 min.	Phonemic Awareness 5 min.	Phonemic Awareness 5 min.	Spelling/Word Study • Spelling Post-Test of 10-12 words 15 min.
		Phonics • Teach/Model • Guide Practice • Apply 15 min.	Phonics • Teach/Model • Guide Practice • Apply 15 min.	Phonics • Phonics- Build Words 20 min.	Phonics Review 10 min.	
		Decodable Reader • Reread for Fluency • Decodable Reader Intensified Routine 15 min.	Decodable Reader • Reread for Fluency • Fluency Routine • Decodable Reader Intensified Routine 15 min.	Fluent Word Reading Blend and Read 20 min.	Decodable Reader • Reread for Fluency • Fluency Routine • Decodable reader Intensified Routine 15 min.	
Spelling/Word Study • Pretest 5-7 words • Spelling Patterns with Routine Card #7 from Rtl Kit • Handwriting 15-20 min.	Phonics Review • Review Sound-Spellings • Decode words in isolation • Decode words in context 15-20 minutes	Spelling/Word Study • Pretest 5-7 words • Spelling Patterns with Routine Card #7 from Rtl Kit • Handwriting 15 min.	Fluent Word Reading • Spiral Review • Read words in Isolation • Read Words in Context 5-10 min.	Spelling/Word Study Teacher-Created Word Sort Handwriting 10 min.		

Grade 1: INTENSIFIED Five-Day Plan for *Reading Street*

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
30-40 minutes	Read and Comprehend Text-Based Comprehension	<p>High Frequency Words</p> <ul style="list-style-type: none"> Routine I Can Read <p>20 min.</p>	<p>High Frequency Words I Can Read</p> <ul style="list-style-type: none"> Systematic Vocabulary Instruction Routine (2-3 more words) Vocabulary Template <p>15-20 min.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> SE Let's Learn it <p>Build Background</p> <ul style="list-style-type: none"> Background Building Audio CD Strategy Response Log 	<p>High Frequency & Selection Words</p> <ul style="list-style-type: none"> Read Words in Isolation Read Words in Context <p>5 min.</p>	<p>Science in Reading or Social Studies in reading or 21st Century Skills</p> <p>Read (paired selection)</p> <ul style="list-style-type: none"> Access Text Reading and Writing Across Texts (<i>Writing to Sources</i>) <p>20-30 min.</p> <p>Fluency</p>	<p>Text-Based Comprehension Review</p> <p>Vocabulary Review</p> <p>20 min.</p>
		<p>Text-Based Comprehension</p> <ul style="list-style-type: none"> Teacher Read Aloud Read Aloud Routine Model A Close Read Teach Target Skill Guide Practice Apply <hr/> <p>Vocabulary</p> <ul style="list-style-type: none"> Systematic Vocabulary Instruction Routine (2-3 Words) 	<p>Text-Based Comprehension</p> <ul style="list-style-type: none"> Introduce Main Selection <p>Main Selection</p> <ul style="list-style-type: none"> Access the Main Selection Close Read the Main Selection Check Understanding <p>Retelling Routine</p> <p>25 min.</p>	<p>Text-Based Comprehension</p> <ul style="list-style-type: none"> Read Main Selection Read for Understanding <p>25 min.</p> <p>Think Critically</p> <ul style="list-style-type: none"> Choose 1-3 questions to discuss and write <p>Think, Discuss, Write, Share</p> <p>Retell</p> <ul style="list-style-type: none"> Retelling Routine 	<p>Assessment Menu:</p> <ul style="list-style-type: none"> Weekly Test Writing to Sources Four Square Teacher created tests Unit tests <p>20 min.</p>	
				<p>5-10 min</p> <p>Fluency</p> <p>Reread for Fluency</p>		

Grade 1: INTENSIFIED Five-Day Plan for *Reading Street*

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
15-45 minutes	Language Arts	15 min. Conventions/Grammar <ul style="list-style-type: none"> Conventions lesson 	15 min. Conventions/ Grammar <ul style="list-style-type: none"> Conventions lesson 	Conventions/Grammar embedded into Authentic Writing Instruction		
		Writing <ul style="list-style-type: none"> Focus on writing to learn embedded in instruction Begin product writing on Day 3 	Writing <ul style="list-style-type: none"> Focus on writing to learn embedded in instruction Begin product writing on Day 3 	25-45 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Include Four-Square Writing Strategy Embedded Conventions Lesson	30-40 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Include Four-Square Writing Strategy Embedded Conventions Lesson	30-45 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Include Four-Square Writing Strategy Embedded Conventions Lesson

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
Skill-Based Practice Stations Small Group 45-60 minutes <i>Suggestions for what the other students are doing</i>	Practice Stations <ul style="list-style-type: none"> Social Studies and/or Science Connections Practice Station Flipcharts Writing Assignments Project-Based Learning Projects Research and Inquiry Activities Keyboarding Practice Targeted Reading with Aligned Purposes and Tasks Imagine Learning (for ELL level 1 or 2 (60-75 minutes per week) Reflex Math Technology Supports—Apps, Websites, etc. Lexia or Reading Plus or MyON (60 minutes per week) 				
	Practice Station Ideas that Correlate to the Day's Instruction				
	<ul style="list-style-type: none"> Handwriting Practice Daily Fix It Reread for Fluency—Decodable Reader 	<ul style="list-style-type: none"> RWN Vocabulary High Frequency Words "I Can Read!" SE 	<ul style="list-style-type: none"> Reread for Fluency—Main Selection 	<ul style="list-style-type: none"> Teacher-Created Word Sorts Handwriting Practice Sheet Reread for Fluency Decodable Reader 	<ul style="list-style-type: none"> Fluency Check with a Buddy using Fresh Reads/Assessment Handbook Fluency Passages

Grade 1: INTENSIFIED Five-Day Plan for *Reading Street*

Literacy Block Component	Description	Resources
<p>Content Integration See Content Integration Map</p> <p>Small Group Whole Group</p> <p>20-30 minutes</p>	<p>Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards.</p> <p>The Utah Core states: “By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.</p>	<p>Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> • Content Leveled Readers (SE) • eReaders (digital) <p>Research and Inquiry</p> <ul style="list-style-type: none"> • Identify and Focus Topic <p>Science/Social Studies</p> <ul style="list-style-type: none"> • Set the stage for Lab or Learning Task

Grade 1: Five-Day Plan Review Weeks 2016-17

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
35-40 minutes	Content Knowledge Get Ready to Read	5-10 min. Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 1	5-10 min. Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 2	5-10 min. Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 3	5-10 min. Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 4	5-10 min. Content Knowledge Quick Write for Fluency on what they learned about the Big Question in Week 5/6
		10 min. Build Oral Vocabulary Review Amazing Words from Week 1 Using Sing With Me Big Book	10 min. Build Oral Vocabulary Review Amazing Words from Week 2 Using Sing With Me Big Book	10 min. Build Oral Vocabulary Review Amazing Words from Week 3 Using Sing With Me Big Book	10 min. Build Oral Vocabulary Review Amazing Words from Week 4 Using Sing With Me Big Book	10 min. Build Oral Vocabulary Review Amazing Words from Week 5/6 Using Sing With Me Big Book
		10 min. Phonics Review Phonics Skills from Week 1	10 min. Phonics Review Phonics Skills from Week 2	10 min. Phonics Review Phonics Skills from Week 3	10 min. Phonics Review Phonics Skills from Week 4	10 min. Phonics Review Phonics Skills from Week 5/6
		10 min. Spelling/Word Study Review Week 1 Spelling Words	10 min. Spelling/Word Study Review Week 2 Spelling Words	10 min. Spelling/Word Study Review Week 3 Spelling Words	10 min. Spelling/Word Study Review Week 4 Spelling Words	10 min. Spelling/Word Study Review Week 5/6 Spelling Words

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
30-45 minutes	Text Based Comprehension Read and Comprehend	10 min. High Frequency Words Review Week 1 HF Words	10 min. High Frequency Words Review Week 2 HF Words	10 min. High Frequency Words Review Week 3 HF Words	10 min. High Frequency Words Review Week 4 HF Words	10 min. High Frequency Words Review Week 5/6 HF Words
		20-25 minutes Text Based Comprehension Review Targeted Comprehension Skills & Strategies using a text/excerpt of your choosing	20-25 minutes Text Based Comprehension Review Targeted Comprehension Skills & Strategies using a text/excerpt of your choosing	20 minutes Assessment Menu	20 minutes Assessment Menu	20 minutes Assessment Menu
		5-10 min. Fluency Practice Use decodable, past main selection or fresh reads passage	5-10 min. Fluency Practice Use decodable, past main selection or fresh reads passage			

Grade 1: Five-Day Plan Review Weeks 2016-17

Literacy Block Component		Day 1	Day 2	Day 3	Day 4	Day 5
30-45 minutes	Language Arts	10 min. Conventions/Grammar <ul style="list-style-type: none"> Review 	10 min. Conventions/ Grammar <ul style="list-style-type: none"> Review 	10 min. Conventions/Grammar embedded into Authentic Writing Instruction		
		10-15 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Embedded Conventions Lesson Include Four-Square Writing Strategy 	10-15 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Embedded Conventions Lesson Include Four-Square Writing Strategy 	20 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Embedded Conventions Lesson Include Four-Square Writing Strategy 	20 min. Writing <ul style="list-style-type: none"> Writing to Sources Lesson Embedded Conventions Lesson Include Four-Square Writing Strategy 	15-20 min. Writing <ul style="list-style-type: none"> Writing Prompt from CFA Unit Test

Literacy Block Component	Day 1	Day 2	Day 3	Day 4	Day 5
Skill-Based Practice Stations Small Group 45-60 minutes <i>Suggestions for what the other students are doing</i>	Practice Stations <ul style="list-style-type: none"> Social Studies and/or Science Connections Practice Station Flipcharts Writing Assignments Project-Based Learning Projects Research and Inquiry Activities Keyboarding Practice Targeted Reading with Aligned Purposes and Tasks Reflex Math Technology Supports—Apps, Websites, etc. Lexia or Reading Plus or MyON (60 minutes per week) 				
	Practice Station Ideas that Correlate to the Day's Instruction				
	<ul style="list-style-type: none"> Handwriting Practice Reread for Fluency—Decodable Reader 	<ul style="list-style-type: none"> RWN Page High Frequency Words "I Can Read!" SE 	<ul style="list-style-type: none"> Reread for Fluency—Prior Main Selection 	<ul style="list-style-type: none"> Teacher-Created Word Sorts Handwriting Practice Sheet Reread for Fluency Decodable Reader 	<ul style="list-style-type: none"> Fluency Check with a Buddy using Fresh Reads/Assessment Handbook Fluency Passages

Grade 1: Five-Day Plan Review Weeks 2016-17

Literacy Block Component	Description	Resources
<p>Content Integration Small Group Whole Group</p> <p>20-30 minutes</p>	<p>Content integration time in the ELA Block deals with integration of science and social studies content to understand key concepts, principles, generalizations, and theories through the integration of the English Language Arts Standards.</p> <p>The Utah Core states: “By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Optimally, this portion of the day involves students reading, writing, listening and speaking about the topics they are learning about in science and social studies instruction time. Teachers can use this time to provide background knowledge and learning activities to prepare their students for their Science/Social Studies instruction. Ideas and resources for integration can be found in your Content Integration Map.</p>	<p>Reinforce/Expand/Extend the Concept</p> <ul style="list-style-type: none"> • Content Leveled Readers (SE) • eReaders (digital) <p>Research and Inquiry</p> <ul style="list-style-type: none"> • Identify and Focus Topic <p>Science/Social Studies</p> <ul style="list-style-type: none"> • Set the stage for Lab or Learning Task

Intensified Routines

Purpose:

The following routines increase instructional intensity in key academic skills: background knowledge, vocabulary, fluency, and comprehension. In addition to the key areas identified in the Intensified Plan, scaffolding considerations should be made throughout the general 5-Day Plan to provide students with more robust core instruction that support **all** learners. These routines can also be used as scaffolds to increase intensity for students with low language or language acquisition. The routines on the following pages should be used to supplement both the Intensified Plan and the general 5-Day Plan.

Areas of Academic Skills

Concept Talk Intensified Routine: *Think, Discuss, Write, Read, & Share*

The following routine is an enhancement to the instruction provided in Reading Street related to concept talk, which includes the ELL poster, the concept talk video and the concept map.

Example Reading Street pre-made sentence frames can be found at:

http://www.californiareading.com/languagecentralk6/sentence_frames.html Although these sentence frames are for the Reading Street 2009 edition, many of them will still apply.

Think, Discuss, Write, Read, Share

	Instructional Plan	Resources
Think	Present the big idea and question of the week and introduce the new concept. Then, ask students to brainstorm and/or complete a quick sketch or write of their ideas related to the question posed.	ELL Poster Concept Board Concept Talk Video
Discuss	Have students partner share their ideas using an intentional structure.	Partner Routines
Write	Next, have students complete a teacher provided sentence frame related to the question with a written response, include a word bank as needed.	Teacher prepared sentence frame (and word bank)
Read	Ask students to read sentence to their partner.	Partner Routine
Share	Cold call or nominate a few students to share their ideas and encourages use of the academic language scripts .	Targeted Academic Language Script

Academic Vocabulary

Academic vocabulary is composed of words and phrases found in all academic texts, such as *analysis, attribute, contrast, discussion, however, and in particular*, and is the cornerstone of academic discussions leading to higher levels of language. Academic vocabulary should be used with speaking, listening, reading and writing of text. Academic vocabulary should be the regular language of the classroom; used by both teachers and students. More information regarding academic vocabulary may be found in the introductory pages of the curriculum map.

Vocabulary

Following the 5-day intensified plan explicitly teach 3-4 of the weekly lesson tested vocabulary words using the [lesson vocabulary template](#) included in this map. The template explicitly provides students with opportunities to hear, speak, see, sketch, and use the words in context. This gives struggling students the multiple exposures they may require to master the new vocabulary.

Tested Vocabulary Review

The intensified plan includes a short vocabulary review on Day 5. For this review, use the questions or sentences from the weeks tested vocabulary instruction as a short, cumulative review of the words to provide additional exposure. Students can refer to the concept board for the vocabulary words.

ELL Poster

Use the ELL poster to build lesson-tested vocabulary and provide opportunities to access academic language with language learners.

	Instructional Plan	Scaffolding Opportunities
Day 1 <i>Done with Concept Talk</i>	Poster Talk Through —use the lesson vocabulary and use the talk through script to demonstrate and show the pictorial representations of the lesson vocabulary.	Check prior knowledge by asking questions directed to language and differentiated levels. Develop concepts and oral vocabulary by rereading Poster Talk Through
Day 2	Teach Lesson Vocabulary — intentionally teach lesson vocabulary. Have students orally practice saying and using the lesson words.	<ul style="list-style-type: none"> • Sentence Frames • Precision Partnering • Sketching of concept with oral language • Word Banks • Picture Banks
Day 3 <i>ELL poster day 4</i>	Produce Oral Language — intentional and deliberate oral practice of lesson vocabulary. Reinforce correct usage of the lesson vocabulary words.	<ul style="list-style-type: none"> • Sentence Frames • Precision Partnering • Sketching of concept with oral language • Word Banks • Picture Banks

Build Background

	Instructional Plan	Teacher Talk Example
Step 1	Introduce the story and the main topic.	"Today, we are going to read a story about a man who collects rocks."
Step 2	Use audiovisual supports e.g., short video obtained from the web, realia, podcast, or song.(5 minutes or less)	"Let's first watch a video about rock collecting to learn more about the process."
Step 3	Have students answer the questions outlined in the Teacher's Edition (under Build Background) using response frames related to the question prompts.	Teacher provides a related response frame such as: An example of a special talent is _____. Teacher asks: What is an example of a special talent?"
Step 4	Have students listen to the Background Building Audio CD selection and provide them with a purpose for listening.	"As you listen, be sure to listen for how the rock collector selects and organizes his rocks." Follow up with a short discussion related to the purpose.

Prereading Strategies

Use the instruction in your teacher's manual to introduce the genre, set the purpose, make predictions, and align to the week's comprehension strategy or skill. Additionally, include the strategy response log as a before and during reading tool to help students monitor their comprehension. Before reading, provide students with a summary overview of the text. This will support them in comprehending the selection at higher levels.

Decodable Reader Intensified Routine

In preparation for reading the decodable reader, the teacher previews the text by summarizing the main events or information in the text prior to students reading the text.

After reading the decodable the 1st time aloud as a class, provide students with additional opportunities to reread the text to increase student automaticity. This can be done during practice stations, ELD time or small group work with partners matched precisely using the Tell, Ask, Start Again Routine.

Tell, Ask, Start Again Routine

1. Tell: "That word is _____"
2. Ask: "What word?"
3. Start Again: "Start the sentence again."

Upon finishing 2nd/3rd read, have partners retell the story to each other. Below are possible questions for expository and narrative texts.

Expository	Narrative
<ul style="list-style-type: none">• What was the story mostly about?• What is one thing I learned?• What else did I learn?	<ul style="list-style-type: none">• Who are the characters?• Where did the story happen?• What happened first?• What happened next?• What happened last?

Read Aloud routine		
Teacher Roles	Students' Role	Examples <i>(3rd grade Gallagher's Picnic)</i>
Teach Amazing Words <ul style="list-style-type: none"> • Provide examples, images, gestures and sentence frames 	Say, see, write, hear amazing words <ul style="list-style-type: none"> • Act out, write or say amazing words in sentences using sentence frames 	Amazing word: cringed Act out the word When I see a _____ it makes me want to cringe.
Read Story Aloud <ul style="list-style-type: none"> • Model appropriate expression • Demonstrate a lively, fluent reader 	Be an active listener <ul style="list-style-type: none"> • Eyes on the teacher • KYHFOOTY • Do actions for punctuation 	"Come join our picnic!" Students put one arm up and a fist for a dot to represent an exclamation point
Pause to think aloud <ul style="list-style-type: none"> • Use a think aloud voice, gesture or clue 	Identify think aloud <ul style="list-style-type: none"> • Gesture when you hear the teacher think aloud 	Point to your head to demonstrate thinking
Comprehensible input <ul style="list-style-type: none"> • Use actions and gestures to portray meaning • Display an image representing the big idea of the story 	Non verbal student feedback to teacher <ul style="list-style-type: none"> • Gesture or raise your hand when very confused 	"He cringed to see Gallagher eat such awful food." Act out what cringing looks like
Point out amazing words <ul style="list-style-type: none"> • Use amazing word voice, gesture or clue 	Listen for amazing words <ul style="list-style-type: none"> • Gesture or speak when you hear an amazing word 	Stand up when you hear an amazing words Say "amazing" and then the word when you hear an amazing word
Comprehension Check <ul style="list-style-type: none"> • Ask clarifying questions • Ask for predictions • Make connections • Use sentence frames 	Partner Share <ul style="list-style-type: none"> • Look, lean, lower, listen • Say or write complete sentences using sentence frames 	"What could Rafferty's plan be to help Gallagher kick his bad habit" Sometimes I eat _____ and it makes me feel _____

Fluency Reading Routine

Build Fluency Reading with appropriate rate, accuracy, pronunciation, and expression/prosody	
Cloze Reading Preparation: Before class teacher prepares a selection	<ul style="list-style-type: none"> • Chunk text into manageable segments (i.e., use digital projection, text book) • Number the text segments—Students can number using sticky notes/flags • Select 3-5 words per segment (approximately 1 per sentence) to omit as you read aloud. Select words you have pre-taught or words that are meaningful to the content.
1st Read: Oral Cloze— <ul style="list-style-type: none"> • Shared Reading • Teacher Models (I do) 	Use the prepared text excerpt to model fluent reading that sounds like natural speech, at an appropriate pace, pronouncing words accurately, pausing at the end of phrases, interpreting punctuation, and using expression. If text is relatively brief, read the entire text. If it is fairly long and complex, break it into manageable chunks and only read one major chunk at a time. Students track.
2nd Read: Echo Reading with Phrasing (we do)	Read one chunk at a time. Practice appropriate phrasing using choral reading . Break a sentence into logical phrases and read one phrase at a time, before connecting the phrases. Have students echo read each phrase then connect it, following your lead.
3rd Read: Partner Read (ya'll do)	Strategically partner students for fluency practice . Students should be prepared to discuss the main idea after finishing reading the text. Provide a response frame with appropriate standards-based reading comprehension language (e.g., The information in this passage is about _____. This biography focuses on _____.)
4th Read: Independent Silent Reading (you do)	Before students begin to independently silent read, assign a comprehension task for the same passage (e.g., "Identify two important details the author emphasizes about _____.") <i>verbal or written</i>

Adapted from Kate Kinsella, Ed. D. 2011, Instructional Routine; building Fluency Before Text Comprehension.

FLUENCY EXPRESSION RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

The purpose of the Fluency Expression Rubric is to provide feedback to students on the pillars of fluency: expression (*prosody*), phrasing, smoothness, and pace.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski – [Creating Fluent Readers](#)

Response Frames

A Response frame is:

- different from a sentence stem or frame
- structured topic related scaffold
- carefully and explicitly targets language forms
- provides the opportunity to learn language form in context

Response Frame:	<i>A partner demonstrates active listening when she/he <u>verb+s</u> and <u>verb+s</u></i>													
Model Response:	<i>A partner demonstrates active listening when she <u>restates</u> my idea and <u>asks</u> clarifying questions.</i>	<table border="1"> <thead> <tr> <th style="text-align: left;"><u>Casual Verbs</u></th> <th style="text-align: left;"><u>Precise Verbs</u></th> </tr> </thead> <tbody> <tr> <td>says</td> <td>replies</td> </tr> <tr> <td>likes</td> <td>responds</td> </tr> <tr> <td>lets</td> <td>appreciates</td> </tr> <tr> <td>helps</td> <td>complements</td> </tr> <tr> <td></td> <td>permits</td> </tr> </tbody> </table>	<u>Casual Verbs</u>	<u>Precise Verbs</u>	says	replies	likes	responds	lets	appreciates	helps	complements		permits
<u>Casual Verbs</u>	<u>Precise Verbs</u>													
says	replies													
likes	responds													
lets	appreciates													
helps	complements													
	permits													

Adapted from Kate Kinsella, Ed. D. 2011, *Instructional Routine: building Fluency Before Text Comprehension*.

Multisyllabic Word Routine

1. When we come to a word we do not know we read word parts. We have to use what we know about sound spellings to help us read the word
2. First, let's underline the vowels
fantastic
3. How many syllables does this word have? (*vowel for every syllable*)
4. Let's read the syllables



5. What are the vowel sounds?
 - The vowel is short because it is a closed syllable (fantastic)
 - The vowel is long because . . .
 - it is a vowel pair (steamboat)
 - it is a VCE (milestone)
 - it is an open syllable (silo)
 - The vowel is r-controlled because it is followed by an r (barnyard)
 - The e is silent because it is final syllable after a consonant. (stumble)
6. Let's blend and read the whole word
fantastic

CLOSE READING ROUTINE

Teacher selects short robust passage from the main selection and plans ahead by reading, annotating and preparing text-dependent questions See *Close Reading in Elementary Schools* (Fisher & Frey, 2012)

- Purposefully plan a close read:
- Pick a text excerpt that is short, has some element of complexity (language, structure or task) and is worthy of multiple readings
- Plan the purpose for close reading the text selection (e.g., vocabulary, understanding main ideas, record similarities and differences between . . .)
- Grades K-2, teacher reads aloud initially, annotates wholly or guides student annotation. Students may or may not eventually read independently, depending on text difficulty (e.g., Wizard of Oz in Kindergarten.)
- Grades 3-12, students read independently beginning with first reading, and annotate with increased independence. Readers who cannot initially read independently may be read to, or may encounter the text previously during scaffolded small group reading instruction.

Student Roles	Teacher Roles
<p>Step 1: First READ Students read annotate</p> <p>Step 2: Strategic Partnered Academic Discussion</p> <p>Step 3: Quick Write or Share Out-- What are the Key Ideas and Details about the text? What did you learn?</p> <p>Step 4: Second READ Students track and following along with the teacher think aloud, annotating as appropriate</p> <p>Step 5: Third READ Reread text to find answers to questions and cite and annotate text evidence.</p> <p>Step 6: Strategic Partnered Academic Discussion</p> <p>Step 7: Write about it! Students write responses to a teacher provided prompt.</p>	<p>Step 1: Teacher provides a purpose and a structure, for note-taking and/or annotating text.</p> <ul style="list-style-type: none"> • Teacher observes where students struggle. <p>Step 2: Teacher provides question stem(s) or sentence frame(s) to guide partner interaction.</p> <p>Step 3: Teacher provides question(s) that address key ideas and details of the text, confusing words, general understanding. Students share out or quick write their responses.</p> <ul style="list-style-type: none"> • Narrative—characters, setting, plot sequence or summary • Expository—Main idea and details or summary <p>Step 4: Teacher led shared reading with think aloud incorporating reading strategies for student engagement. Stop reading periodically to explain your thinking as you resolve difficult words using structural or context clues.</p> <ul style="list-style-type: none"> • Model • Choral • Cloze • Echo <p>Teacher focuses craft and structure text dependent questions with the think aloud model.</p> <ul style="list-style-type: none"> • Word or phrase meanings e.g., academic, literal, nonliteral • Point of view <p>Step 5: Teacher uses purposeful, planned text dependent questions to:</p> <ul style="list-style-type: none"> • Prompt rereading • Encourage the use of textual evidence in supporting answers <p>Teacher focuses on integration of knowledge and ideas for students to describe and explain logical connections, reasons with evidence, mood or themes, opinions, intertextual connections, inferences and point of view.</p> <p>Step 6: Teacher provides question stem(s) or sentence frame(s) to guide partner interaction.</p> <p>Step 7: Teacher provides format for final response and facilitates students with scaffolds as necessary for success. (e.g., a summary in a foursquare, short constructed response, and/or paragraph frame.)</p>

K-5 Retelling/Summarizing: Nonfiction

	Instructional Plan	Teacher Talk Example
Explain	Explain why we summarize/retell.	<i>“To summarize a text means telling what it was about. A summary only includes the main ideas and key details, NOT all details. You want to re-create the text using your own words. This will help you understand the text better.”</i>
Build Background	Review nonfiction text to deepen understanding of important concepts.	<i>“Let’s quickly review our concept map to activate our prior knowledge. “When I summarize, I ask myself, what is this text mainly about? This text is mainly about _____.”</i>
Model	Present retell cards in sequence. Summarize/retell key events (where appropriate emphasize comprehension targeted skill).	<i>“Listen carefully as I summarize, I will tell what happened but will not include every detail we read.”</i>
Think	Offer additional processing time before oral practice.	<i>“As I show each retelling card, think about the key details represented.”</i>
Guided Partner Interaction	Present retell cards in sequence. Scaffold with response starters, graphic organizers, word banks, etc.	<p><i>“As I present each card this time, explain to your partner the key detail(s) from the text that each card represents.”</i></p> <p>Teachers can use response frames to target specific skills (sequence, key detail) and structure academic discourse.</p> <p>A: First the author mentioned _____.</p> <p>B: Then, _____.</p> <p>A: Next, _____.</p> <p>B: Finally, _____.</p> <p><i>“The key detail(s) this card represents from the text is/are _____.”</i></p>
Corrective Feedback	If students have difficulty telling the important parts, model how to find them by pointing to the pictures and talking about what you see.	

K-2 Retelling/Summarizing: NARRATIVE

	Instructional Plan	Teacher Talk Example
Explain	Explain why we retell/summarize.	"To retell means we tell the story in our own words. Before we can retell a story, we need to know the elements of the story and what happened first, next and last."
Build Background	Review text to deepen understanding of important theme concepts.	"This text relates to our unit theme _____. Let's quickly review our concept map to understand how it relates."
Plot	Model how to identify plot. Explain that fiction has a beginning, middle and end.	As I present the retell cards, let's decide what happens in the beginning, middle, and end. "Goldilocks was walking in the forest when she saw an empty house." Was this in the beginning, middle or end? "What happens in the middle? What happens in the end?"
Model	Present retell cards in sequence. Summarize/retell key events (where appropriate emphasize comprehension targeted skill). Use sequence words help to describe the beginning, middle and end.	"When I retell a story, I think about the plot. The plot is what happens in the story. A plot has a beginning, middle and end. Certain words like first, next and last are used to tell when things happen. I will model retelling using my the retell cards." "First, Goldilocks was walking in the forest when she saw an empty house. Next.... Finally....."
Think	Offer additional processing time before oral practice.	"As I show each card, think about the important event it represents."
Guide Interaction	Structure partner interactions. Provide support with response frames.	"Now I want you to retell the story to your partner using the pictures of the retell cards in your text book." A: First, _____. B: Then, _____. A: Next, _____. B: Finally, _____.
Corrective Feedback	If students have difficulty identifying story elements, model how to find them by pointing to the pictures and talking about what you see.	

3-5 Retelling/Summarizing: NARRATIVE

	Instructional Plan	Teacher Talk Example
Explain	Explain why we retell/summarize.	"To retell means we tell the story in our own words. Before we can retell a story, we need to know the elements of the story and what happened first, next and last."
Build Background	Review text to deepen understanding of important theme concepts.	"This text relates to our unit theme _____. Let's quickly review our concept map to understand how it relates."
Character and Setting	Model how to identify and describe setting and character.	"The setting is where and when the story takes place. The characters are the people and animals in the story. In this story, there is a little girl named Goldilocks and three bears. The three bears live in the forest." "The three bears live in the forest. What is the setting? The three bears are characters. Who is another character?"
Plot	Model how to identify plot. Explain that fiction has a beginning, middle and end.	As I present the retell cards, let's decide what happens in the beginning, middle, and end. "Goldilocks was walking in the forest when she saw an empty house." Was this in the beginning, middle or end? "What happens in the middle? What happens in the end?"
Model	Present retell cards in sequence. Summarize/retell key events (where appropriate emphasize comprehension targeted skill). Use sequence words help to describe the beginning, middle and end.	"When I retell a story, I think about the plot. The plot is what happens in the story. A plot has a beginning, middle and end. Certain words like first, next and last are used to tell when things happen. I will model retelling using my the retell cards." "First, Goldilocks was walking in the forest when she saw an empty house. Next.... Finally....."
Think	Offer additional processing time before oral practice.	"As I show each card, think about the important event it represents."
Guide Interaction	Structure partner interactions. Provide support with response frames.	"Now I want you to retell the story to your partner using the pictures of the retell cards in your text book." A: First, _____. B: Then, _____. A: Next, _____. B: Finally, _____.
Corrective Feedback	If students have difficulty identifying story elements, model how to find them by pointing to the pictures and talking about what you see.	

Form and Function Writing Routine

Purposes:

1. Review and practice of language forms, functions and vocabulary taught during Reading Street lessons
2. Identify further language forms students may need to be a successful writer.

Routine Terms:

- **Task:** Writing outcome or product aligned to functions identified in standards.
- **Function:** the language purpose for writing (describe, justify, explain, summarize)
- **Form:** vocabulary and language structures needed to successfully complete a writing task
 - **Vocabulary:** Precise vocabulary students need to successfully write about the target language function. (i.e. Content/prompt related, academic vocabulary – because, similar, different, opinion)
 - **Tools for elaboration:** Words, phrases, or forms students need to connect sentences, expand on ideas, and form complete and linked sentences. (however, rather, finally, In addition, “__ and __ are similar in several ways.”)
 - **Conventions:** Grammar, usage, capitalization and punctuation students need. (i.e. past tense verbs, comma usage, capitalize titles, pronoun usage, etc.)

Steps	Instruction	Example
Step 1: Establish Purpose & Task	<ul style="list-style-type: none"> • Establish lesson and language objectives <ul style="list-style-type: none"> ○ How will students <i>practice and demonstrate</i> understanding of language during this lesson? • Define the lesson task. 	<p>Objective: I can write an opinion using a present-tense verb.</p> <p><i>Yesterday, we discussed your ideas about..... Today we will practice writing a topic sentence that clearly states your opinion.</i></p>
Step 2: Identify and Model Function	<ul style="list-style-type: none"> • Identify and explain the language function associated with the objective. • Analyze written examples that illustrate the identified function. <ul style="list-style-type: none"> ○ Possible sources: student work samples, exemplars, sections of Reading Street texts, teacher created models, multimedia resources ○ <i>Here is my model, “I believe _____.” This is a more academic way of saying, “I think we should_____.”</i> • Have students practice with model. <ul style="list-style-type: none"> ○ <i>To get used to writing this way let’s practice saying it. Repeat after me and try to use the same expression.....</i> ○ <i>Partner A, please turn to Partner B and repeat my model to Partner B.</i> • Repeat with additional written models as necessary. 	<p>(Language Function = Justify, Argue,)</p> <p><i>Writers need to justify personal opinions with evidence and reasons. In other words, you have to state your opinion and then support it with details from things you read.</i></p>
Step 3: Identify and model Forms	<ul style="list-style-type: none"> • Direct attention to targeted form in your model. <ul style="list-style-type: none"> ○ <i>I used the present-tense verb ‘believe’ in my opinion sentence. Some other verbs I could have used are think and feel.</i> • Practice using the forms orally. <ul style="list-style-type: none"> ○ <i>Let’s repeat my sentence replacing ‘believe’ with these other verbs. Repeat after me....</i> • Provide additional written examples and language practice opportunities as necessary. • Using frames (sentence, paragraph) that include the forms, ask student to write their own sentences. <ul style="list-style-type: none"> ○ I _____ (present tense verb – believe, think, feel) _____ should _____. • Practice the sentences students write verbally with a partner. <ul style="list-style-type: none"> ○ Partner A: Read your sentence to your partner. Partner B: Restate your partner’s response or idea. 	<p>Target Form - Present Tense Verbs</p> <p><i>Writers use present-tense verbs when stating an opinion. As we have learned, sometimes we have to add an -s, -es, or -ed but today you are stating your personal opinion using the pronoun ‘I’, so we will just use the base form of a verb.</i></p> <p><i>I also wanted to point out that I used the word ‘should’ to show I think this needs to happen.</i></p>
Step 4: Check for Understanding	<ul style="list-style-type: none"> • Use a strategy to verify students understand the process and expected outcomes. <ul style="list-style-type: none"> ○ Preselect students to share responses, partner nominations, name cards, etc. 	

Small Group Decodable Text Instructional Routine

Basic Guidelines:

1. The first reading of the decodable text should be guided by the teacher to ensure accurate reading of the text
2. Students should finger-point and read aloud while reading decodable text
3. All errors are corrected using immediate error correction routine
4. Students are supported in developing fluent reading of the text

Immediate Error Correction Routine

1. Intervene when an error is heard – Correct even the little words such as ‘a’ and ‘the’ to develop accurate reading skills
2. Provide Error Correction Support:
 - To give the student the word, say: “My turn, that word is . . .”
 - What word?
 - “Go back and read again.”

 - To support student correction, say: “Try that word again.”
 - If the student is accurate say:*
 - “Now put it in the sentence.”
 - If the student is inaccurate a second time say:*
 - “That word is . . . What word? Now put it in the sentence.”
3. Reread the sentence--Upon correction of the word, reread the sentence to support comprehension and provide an opportunity to correctly read the word.

Pre-reading	<ol style="list-style-type: none"> 1. Using the word bank, on the front cover of the decodable, and sound spelling card, review the targeted phonics skill. Select 5-7 words and write them while students blend/read the words. 2. Write the high frequency words on index cards. Hold up each card, tell them the word and have students repeat the word. Then, mix up the cards and have students chorally read the words. 3. Next, have students chorally read each line of the word bank. Repeat if needed to build automaticity.
First Read	<ol style="list-style-type: none"> 1. Read the title aloud. 2. Chorally read the text.
Second/Third Read	<p>On-Level or Above Level: Have all students chorally reread the text with a partner. Reader 1 begins reading alternating sentences/pages with Reader 2. On the third read, have Reader 2 start the reading.</p> <p>Below Level:</p> <p>For the second read, have the students echo read the text. The teacher will read a sentence with good expression and intonation and students will echo what the teacher has read. Make sure students are tracking what they are reading with their finger.</p> <p>For the third read, have each student individually whisper read 3-5 lines of the text at a time. When they finish reading the assigned lines, have them place their finger where they stopped. When all students have finished reading, have them choral read the last lines read. Continue in this manner until the text is finished.</p>
Comprehension Check	<p>Teacher models retelling the story in sequence.</p> <p>Then, have students practice retelling the story in sequence.</p> <p>Ask comprehension questions and have student find the answer or information that supports their answer in the text.</p>
Fluency Check	<p>Have students work in partners to do a fluency check. Reader 1 will start at the beginning of the text and read for 60 seconds. While Reader 1 reads, Reader 2 keeps track of any errors Reader 1 makes and helps to keep track of how far Reader 1 got in 60 seconds. Record their rate and errors on a fluency graph. Switch roles.</p>

Language for Class Discussions

1. Stating Opinions

In my opinion, _____ .
 I strongly believe that _____
 because _____ .
 I think _____ because _____ .
 From my perspective, _____ .
 From my point of view, _____ .

2. Contributing Ideas

One possible example is _____ .
 Another interesting example is _____ .
 One convincing reason is _____ .
 One recent experience I had was _____ .
 The correct word form is _____ because
 _____ .

3. Listening Attentively

I chose _____ .
 I selected _____ .
 The (*word, phrase, example*) I recorded
 was _____ .
 A relevant example I heard was _____ .
 A convincing reason I heard was _____ .

4. Comparing Ideas

My idea is similar to (Name's) .
 My response is similar to (Name's) .
 I have a similar opinion.
 My response is different from (Name's) .
 My example is similar to (Name's) .

5. Agreeing/Disagreeing

I agree/disagree with (Name)
 that _____ .
 I completely agree with (Name) .
 My idea builds upon (Name's) .
 I share your perspective.
 I can see your point of view.

6. Disagreeing

I don't quite agree.
 I disagree completely.
 I disagree somewhat.
 I have a different perspective.
 I don't share your point of view.

© Kate Kinsella, Ed.D 2014. All Rights Reserved.

Language for Collaboration

1. Requesting Ideas

What should we write?
 What do you think makes sense?
 What's your idea?
 Do you have an example?

2. Suggesting Ideas

We could write _____ .
 What if we put _____ .
 I think _____ would work
 well.
 I think we should add _____ .

3. Validating Ideas

That would work.
 That makes sense.
 Oh, that's a great idea.
 That's an interesting example.

4. Deciding On Ideas

Ok. Let's write _____ .
 I'd like to put _____ .
 Let's combine our ideas and
 write _____ .
 I think _____ is the best example.

5. Clarifying Ideas

I don't quite understand
 your _____ .
 In other words, you're saying
 that _____ .
 What do you mean by _____ ?
 So, you think we should _____ ?
 Are you suggesting _____ ?

6. Asking for Assistance

How do I spell the word _____ ?
 Did I spell the word _____
 correctly?
 What does _____ mean?
 Did I explain this idea clearly?
 Is there another way to
 say _____ ?
 Is this an appropriate _____
 (*noun, verb, adjective*)?

7. Restating Ideas

So, you said that _____ .
 So, you think that _____ .
 So, your idea is that _____ .
 So, your opinion is that _____ .
 So, you're saying that _____ .







8. Reporting Ideas

We thought of _____ .
 We came up with _____ .
 We decided upon/that _____ .
 We determined that _____
 because _____ .
 One idea (*noun, example*) we had
 was _____ .
 A/an (*noun, verb, adj*) we thought
 of is _____ .
 Our response is _____ .

© Kate Kinsella, Ed.D 2014. All Rights Reserved.

Vocabulary Note-taking Guide

A vocabulary note-taking guide, such as the example below, is a scaffold to enhance explicit vocabulary instruction. A note-taking scaffold provides an advanced organizer for the most essential terms, accountability for active engagement, and a reference for later use (Feldman & Kinsella, 2005). This guide helps students understand how words work by including the parts of speech, word meanings, examples, and pictures related to sample sentences. Key words (other than target vocabulary words) are left blank, so that students can focus on comprehending the examples and word meanings. More examples can be found on the CSD website.

Word	Meaning	Examples
<p>aquarium a•quar•i•um noun</p>  <p>_____</p>	<p>1. Building used for showing collections of live _____, water animals, and water plants</p> 	<p>My daughter loves to watch the _____ at the aquarium.</p> <p>My favorite creature to see at the aquarium is _____.</p> 
<p>dolphins dol•phins noun</p>  <p>_____</p>	<p>1. A small, usually gray sea mammal related to whales with a rounded _____.</p> 	<p>Dolphins have beaklike _____.</p> <p>She got to _____ with dolphins at Sea World.</p> 

Adapted from Kate Kinsella, Ed. D. 2011, Instructional Routine: High Utility Word Routine and Note-taking Guide

The Concept Talk Four Square serves as a scaffold for organizing ideas and building sentences around the Question of the Week and discussions during Content Knowledge instruction using Reading Street. This scaffold helps students work through the stages of language. Students begin with listening and speaking, while working towards reading and writing. This could be a tool for culminating ideas throughout the week that lead up to a possible product writing at the end of the week or unit.

<p>Working together makes us feel _____.</p> <p>Friends can make us feel _____.</p> <p>It makes _____ easier.</p>	<p>We solve _____.</p> <p>We achieve _____.</p>
<p>Why is it a good idea to work together? (Question of the Week)</p>	
<p>We combine to _____.</p> <p>Friends _____ each other.</p>	<p>My favorite reason for working together is _____.</p>

Second Grade Speaking and Listening Rubric

Standard	Acquiring	Building Automaticity	Application (Standard Met)
<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<ul style="list-style-type: none"> • Student sometimes follows agreed-upon rules for discussions. 	<ul style="list-style-type: none"> • Student follows agreed-upon rules for discussions • Student builds on others' talk in conversations by linking their comments to the remarks of others. 	<ul style="list-style-type: none"> • Student follows agreed-upon rules for discussions • Student builds on others' talk in conversations by linking their comments to the remarks of others. • Student asks for clarification and further explanation as needed about the topics and texts under discussion.
<p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media formats.</p>	<ul style="list-style-type: none"> • Student recounts or describes details from a text read aloud or information presented orally or through other media formats. 	<ul style="list-style-type: none"> • Student sometimes recounts or describes key ideas or details from a text read aloud or information presented orally or through other media formats. 	<ul style="list-style-type: none"> • Student consistently recounts or describes key ideas or details from a text read aloud or information presented orally or through other media formats.
<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<ul style="list-style-type: none"> • Student asks questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 	<ul style="list-style-type: none"> • Student asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information. 	<ul style="list-style-type: none"> • Student asks and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<ul style="list-style-type: none"> • Student tells a story or recounts an experience with descriptive details with some coherent sentences. 	<ul style="list-style-type: none"> • Student tells a story or recounts an experience with descriptive details in coherent sentences. 	<ul style="list-style-type: none"> • Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<ul style="list-style-type: none"> • Student adds drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. 	<ul style="list-style-type: none"> • Student has experience with creating audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings with support. 	<ul style="list-style-type: none"> • Student creates audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> • Student produces complete sentences appropriate to the task and situation without providing clarification. 	<ul style="list-style-type: none"> • Student sometimes produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification. 	<ul style="list-style-type: none"> • Student consistently produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Text Complexity

A critical component of the Utah Core Standards for Reading is the requirement that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Being able to read complex text independently and proficiently is essential for high achievement in college and the workplace and important in numerous life tasks. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. To grow, our students must read a lot, more specifically they must read a lot of complex texts that offer them new language, new knowledge, and new modes of thought.

In kindergarten and first grade, text complexity comes through the read-aloud experiences students engage in with their teacher. The aim in kindergarten and first grade is for students to build fluency within decodable text as the preparation for reading complex texts beginning in 2nd grade. The table below indicates the Lexile complexity bands for each grade level for which students are to demonstrate a level of proficiency and independence as described in Reading Standard 10.

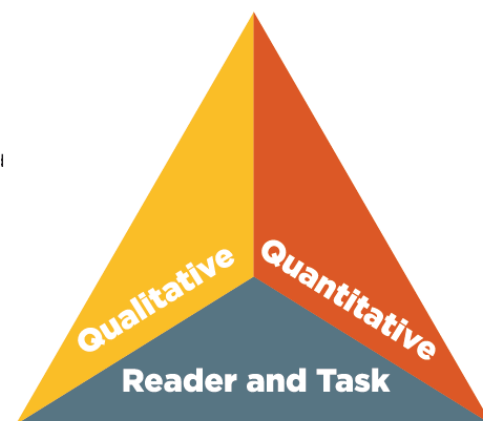
Grade Band in the Standards	Utah Core Standards Lexile Bands
K-1	NA
2-3	450-790
4-5	770-980

The Utah Core Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension abilities (Reading standards 1–9). In this way, the Standards approach the intertwined issues of what and how students read.

The Three-Part Model Text Complexity Triangle

(1) **Qualitative Features** refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

(2) **Quantitative Factors** refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion that are typically measured by computer software for efficiency.



(3) Reader and Task Considerations focuses on variables specific to the reader, such as: motivation, background knowledge, experience; and to the particular tasks involved including the purpose and the complexity of the task assigned and the questions posed. Teachers employing their professional judgment, experience, and knowledge of their students and the subject to best make such determinations.

Revisiting How We Match Readers and Texts

“For decades, teachers have been told that quality instruction requires a careful matching of materials to students. The goal has been to select materials that are neither too difficult nor too easy for student. Typically, students are assessed on their ability to orally read and comprehend text. Then, instructional materials are selected to match the students’ current performance” (Fisher, Frey, & Lapp, 2012). The main issue with this approach is it limits what students can read with instruction and creates a divide between what the Standards are calling for and what students’ access. “There is evidence that students learn, and perhaps more, when they are taught from challenging texts”(Morgan, Wilcox, & Eldredge, 2000; O’Connor, Swanson, & Geraghty, 2010).

“Teachers know that when students are asked to read complex texts by themselves, they struggle and often do not succeed because they do not have the appropriate bank of related language, knowledge, skills, or metacognition to be able to comprehend the information (Fisher, Frey, & Lapp, 2012). This challenge can be conquered when teachers provide the needed instructional scaffolds, or supports, to ensure students have greater access to reading materials that would have been initially identified as being too challenging. With the right instruction, a student can learn to read texts that are beyond his or her instructional level and hopefully learn how to support his or her own reading of difficult text when the teacher is no longer at the reader’s side.

In order to prepare our students to meet the expectations of the Utah Core Standards, it is essential that students read a wide range of complex texts. One way to accomplish this is through the reading selections provided in Reading Street, the leveled readers, and the online texts available in Realize. For every Reading Street main selection, a text complexity summary description, like the one on the following page, has been provided on the ELA website. These documents provide the qualitative features, quantitative factors and suggestions for reader and task considerations for each text. Teachers can use them for ideas for the types of support that may be necessary for that text based on its text complexity qualities. Each Reading Street text varies in its text complexity factors and features meaning different supports may be needed depending on the time of year, student background, and prior knowledge.

First Grade
English Language Arts
Scope and Sequence At-A-Glance
2016-17

Dates	AUG 24 – SEPT 16	SEPT 19 – NOV 11	NOV 14– JAN 27	JAN 30 – MAR 17	MAR 20 – MAY 12	MAY 15 – JUNE 7
Instructional Days	17 days	35 days	42 days	32 days	35 days	16 days
Unit	Unit R	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Big Question	What is all around me?	How are people and animals important to one another?	What is a community?	What is changing in our world?	What do we treasure?	How are people and animals important to one another?
Phonics Skills	<i>m, s, t, c, p, n, b, g, f, d, l, h, r, w, j, k, v, y, z, qu</i> short <i>a, i, o, e, u</i>	<i>ck, x /ks/,</i> plural <i>-s, s /z/</i> inflected ending <i>-s</i> inflected ending <i>-ing</i> initial and final consonant blends short <i>a, i, o, e, u</i>	<i>sh, th, wh, ch, tch, ph</i> vowel sound in ball <i>a_e, i_e, o_e, u_e, long e, ee</i> <i>c /s/, g /j/</i> contractions <i>-ed</i> syllables <i>VC/CV</i>	Vowel sounds- <i>y</i> Syllable pattern <i>CV</i> Patterns <i>-ng, -nk</i> Compound words Ending <i>-es</i> , Plural <i>-es</i> R-controlled vowels: <i>or, ore, ar, er, ir, ur</i> Contractions <i>'s, 've, 're</i> Inflected endings Comparative endings <i>-er, -est, -dge</i>	<i>ai, ay, ea, oa, ow, ie, igh, ue, ew, ui, oo</i> in moon <i>kn, wr</i> Compound words <i>-ly, -ful</i> Adding Endings Singular & Plural Possessives Three-Letter Consonant Blends	<i>ow, ou, oo</i> in foot, <i>oi, oy, ie, aw, au</i> <i>er, or</i> <i>V/CV, VCV</i> Inflected endings Syllable patterns
High Frequency Words	<i>a, green, l, see, like, the, one, two, three, we, do, look, was, yellow, you, are have, that, they, he, is, to, with, for, go, me, here, where</i>	<i>come, in, on, my, way, she, take, up, what, blue, get, from, help, little, use, eat, five, four, her, this, too, saw, small, tree, your, home, into, many, them</i>	<i>catch, good, no, put, said, want, be, could, horse, of, old, paper, live, out, people, who, work, down, inside, now, there, together, around, find, food, grow, under, water, also, family, new, other, some, their</i>	<i>always, become, day, everything, nothing, stays, things, any, enough, ever, every, own, sure, were, away, car, friends, house, our, school, very, afraid, again, few, how, read (both pronunciations), soon, done, know, push, visit, wait, before, does, good-bye, oh, right, won't</i>	<i>about, enjoy, gives, surprise, worry, would, colors, draw, drew, great, over, show, sign, found, mouth, once, took, wild, above, eight, laugh, moon, touch, picture, remember, room, stood, thought, across, because, dance, only, opened, shoes, told</i>	<i>along, behind, eyes, never, pulling, toward, door, loved, should, wood, among, another, instead, none, against, goes, heavy, kinds, today, built, early, learn, science, through, answered, carry, different, poor</i>

2016-17 Year At A Glance 1st Grade
Reading Street Schedule

Unit R	Week 1 & 2	August 24-Aug 30	5 days
	Week 3 & 4	Aug 31- Sept 6	4 days
	Week 5 & 6	September 7-9	3 days
Unit 1	Week 1	September 12-16	5 days
	Week 2	September 19-22	4 days
	Week 3	September 26-29	4 days
	Week 4	October 3-7	5 days
	Week 5	October 10-14	5 days
	Week 6	October 17-28	8 days
	Review Unit 1	October 31-Nov 3	4 days
Unit 2	Week 1	November 7-11	5 days
	Week 2	November 14-18	5 days
	Week 3	Nov 21-Dec 2	7 days
	Week 4	December 5-9	5 days
	Week 5	December 12-16	5 days
	Week 6	December 19-Jan 6	7 days
	Review Unit 2	January 9-13	5 days
Unit 3	Week 1	January 17-27	8 days
	Week 2	January 30-Feb 3	5 days
	Week 3	February 6-9	4 days
	Week 4	February 13-16	4 days
	Week 5	February 21-24	4 days
	Week 6	February 27-Mar 3	5 days
	Review Unit 3 #1 District Wide Standards Based Benchmark	March 6-10	5 days
Unit 4	Week 1	March 13-17	5 days
	Week 2	March 20-24	5 days
	Week 3	March 27-31	5 days
	Week 4	April 10-14	5 days
	Week 5	April 17-21	5 days
	Week 6	April 24-28	5 days
	Review Unit 4 #2 District Wide Standards Based Benchmark	May 1-5	5 days
Unit 5	Week 1	May 8-12	5 days
	Week 2	May 15-19	5 days
	Week 3	May 22-26	5 days
	Week 4	May 30-June 7	6 days

1st Grade Scope and Sequence

Unit R: August 24-September 16

Flexible Pacing: 17 instructional days

Unit R Theme: My World				
Big Question	Targeted Comprehension Skill/Strategy	Writing from <i>Writing to Sources</i>	Report Card Learning Targets	
What is all around me?	<ul style="list-style-type: none"> Character, Setting, Plot 	NARRATIVE	I can... <ul style="list-style-type: none"> Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification Ask and answer questions about key details Recognize the structure (e.g., sequence, character, illustrations) Write narrative texts to retell events Use grammar skills when writing or speaking Recognize features of a sentence Distinguish, blend, isolate and segment sounds 	
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
<p>S.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>SL.1.3 Ask and answer questions about what</p>	<p>RL.1.1 & RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a) Independently identify and legibly write all upper-and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters).</p> <p>b) Produce grade-appropriate text using legible writing.</p>	<p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-</p>

a speaker says in order to gather additional information or clarify something that is not understood.				syllable words.
Questions of the Week		Main Selections		Target Phonics/ Word Analysis
Aug. 20-29 (Week 1 & 2)	What is around us at home?	Sam		m, s, t, short a
	Who is in our family?	Snap!		c, p, n, short a
Sept. 2-5 (Week 3 & 4)	What is outside our door?	Tip and Tam		b, g, f, short i
	What can we do with our neighborhood friends?	The Big Top		d, l, h, short o
Sept. 8-12 (Week 5 & 6)	What is around us at school?	School Day		r, w, j, k, short e
	What can we see around our neighborhood?	Farmer's Market		v, y, z, q, short u
Targeted Technology Standard				
<p>ISTE #6 Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.</p> <ul style="list-style-type: none"> a. Understand and use technology systems b. Select and use applications effectively and productively c. Troubleshoot systems and applications d. Transfer current knowledge to learning of new technologies 				
Content Integration				
(additional resources found in Content Integration Map)				
Social Studies Connections			Science Connections	
NA			NA	

1st Grade Scope and Sequence

Unit 1: September 19-November 11

Flexible Pacing: 35 instructional days

Unit 1 Theme: Animals, Tame and Wild				
Big Question	Targeted Comprehension Skill/Strategy	Writing from <u>Writing to Sources</u>	Report Card Learning Targets	
			I can...	
How are people and animals important to one another?	<ul style="list-style-type: none"> Character, Setting, Plot Main Idea and Details 	NARRATIVE	<ul style="list-style-type: none"> Ask and answer questions about key details Identify the main topic and retell key details Recognize the structure (e.g., sequence, character, illustrations) Write narrative texts to retell events Use grammar skills when writing or speaking Distinguish, blend, isolate and segment sounds Recognize and apply grade level phonics to 1-2 syllable words 	
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>RL.1.1 & RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>k) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.2 Demonstrate command of conventions</p>	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>c) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level</p>

			of standard English capitalization, punctuation, and spelling when writing. b) Use end punctuation for sentences.	phonics and word analysis skills in decoding words. b) Decode regularly spelled one-syllable words. f) Read words with inflectional endings.
--	--	--	--	--

	Question of the Week	Main Selection	Target Phonics/ Word Analysis
Week 1	What do pets need?	Sam, Come Back!	short a, ck
Week 2	Who helps animals?	Pig in a Wig	short l, x /ks/
Week 3	How do animals help people?	The Big Blue Ox	short o, plural -s, s /z/
Week 4	How do wild animals take care of their babies?	A Fox and a Kit	inflected endings -s, -ing
Week 5	Which wild animals live in our neighborhood?	Get the Egg!	short e initial consonant blends
Week 6	What can we learn about wild animals by watching them?	Animal Park	short u final consonant blends
Week 7	Interactive Review		Review

Targeted Technology Standard

ISTE #1 Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

Content Integration
(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

1st Grade Scope and Sequence

Unit 2: November 14-January 27

Flexible Pacing: 42 instructional days

Unit 2 Theme: Communities					
Big Question	Targeted Comprehension Skill/Strategy	Writing from <i>Writing to Sources</i>	Report Card Learning Targets		
What is a community?	<ul style="list-style-type: none"> Sequence Author's Purpose Cause and Effect 	INFORMATIVE/ EXPLANATORY	I can... <ul style="list-style-type: none"> Engage effectively in conversations by following discussion rules, building upon other's ideas, and asking for clarification Identify the main topic and retell key details Recognize the structure (e.g., sequence, character, illustrations) Write informational texts using facts Use grammar skills when writing or speaking Distinguish, blend, isolate and segment sounds Recognize and apply grade level phonics to 1-2 syllable words 		
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING		Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
<p>S.L.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>g) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>h) Ask questions to clear up any confusion about the topics and</p>	<p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.6 Identify who is telling the story at various points in a text.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p>		<p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>i) Use common, proper, and possessive nouns.</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Capitalize dates and names of</p>	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a) Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a) Know the spelling-sound correspondences for common consonant</p>

texts under discussion.			people. j) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	digraphs. c) Know final -e and common vowel team conventions for representing long vowel sounds.
-------------------------	--	--	---	---

	Question of the Week	Main Selection	Target Phonics/ Word Analysis
Week 1	What does a family do together?	A Big Fish for Max	sh, th, vowel sound in <i>ball</i>
Week 2	How is a school a community?	The Farmer in the Hat	a_e, soft c and g
Week 3	Who works to make our community a nice place?	Who Works Here?	i_e, wh, ch, tch, ph
Week 4	How do animal communities work together to survive?	The Big Circle	o_e, contractions
Week 5	How are plant and animal communities important to each other?	Life in the Forest	u_e, e_e, -ed
Week 6	How is an insect community like a community of people?	Honey Bees	long e, ee, syllables VC/CV
Week 7	Interactive Review		Review

Targeted Technology Standard

ISTE #3 Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Process data and report results

Content Integration

(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

1st Grade Scope and Sequence

Unit 3: January 30-March 17

Flexible Pacing: 32 instructional days

Unit 3 Theme: Changes				
Big Question	Targeted Comprehension Skill/Strategy	Writing from <i>Writing to Sources</i>	Report Card Learning Targets	
			I can...	
What is changing in our world?	<ul style="list-style-type: none"> Fact and Opinion Compare and Contrast 	OPINION	<ul style="list-style-type: none"> Ask and answer questions about key details Recognize the structure (e.g., sequence, character, illustrations) Compare and contrast texts Write opinion pieces using a reason Use grammar skills when writing or speaking Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases Distinguish, blend, isolate and segment sounds RF.1.2 Recognize and apply grade level phonics to 1-2 syllable words Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension 	
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
<p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>RL.1.1 & RL.1.1 Ask and answer questions about key details in a text.</p> <p>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.</p> <p>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.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>RI.1.9 Identify basic similarities in</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f) 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).</p> <p>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</p>	<p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>f) Read words with inflectional endings.</p> <p>RF.1.4 Read with</p>

	and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		from an array of strategies. c) Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding.
--	--	--	---	---

	Question of the Week	Main Selection	Target Phonics/ Word Analysis
Week 1	How do places change?	A Place to Play	vowel sounds y Syllable Pattern CV
Week 2	What do we learn as we grow and change?	Ruby in Her Own Time	Consonant Patterns –ng, –nk Compound Words
Week 3	What can we learn about animals as they grow and change?	The Class Pet	Ending –es, Plural –es R-controlled vowels –or, –ore
Week 4	What changes happen in a garden?	Frog and Toad Together	Added Ending R-controlled vowels –ar
Week 5	What changes can be seen in nature?	I’m a Caterpillar	R-controlled vowels er, ir, ur Contractions
Week 6	What do animals do when the seasons change?	Where are My Animal Friends?	Comparative Endings –er, –est Consonant Pattern-dge
Week 7	Interactive Review		Review

Targeted Technology Standard

ISTE #4 Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Identify and define authentic problems and significant questions for investigation
- Plan and manage activities to develop a solution or complete a project
- Collect and analyze data to identify solutions and/or make informed decisions
- Use multiple processes and diverse perspectives to explore alternative solutions

Content Integration

(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

1st Grade Scope and Sequence

Unit 4: March 20-May 12

Flexible Pacing: 35 instructional days

Unit 4 Theme: Treasures				
Big Question	Targeted Comprehension Skill/Strategy	Writing from <u>Writing to Sources</u>	Report Card Learning Targets	
			I can...	
What do we treasure?	<ul style="list-style-type: none"> Draw Conclusions Cause and Effect 	INFORMATIVE/ EXPLANATORY	<ul style="list-style-type: none"> Ask and answer questions about key details Recognize the structure (e.g., sequence, character, illustrations) Write informational texts using facts Use grammar skills when writing or speaking Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases Recognize and apply grade level phonics to 1-2 syllable words 	
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>RL.1.1 & RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the sense.</p> <p>RI.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>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.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b) Use frequently occurring adjectives.</p> <p>c) Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>i) Use determiners (e.g, articles, demonstratives).</p> <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c) Use commas in dates and to separate single words in a series.</p> <p>L.1.4 Determine or clarify the meaning of unknown and</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c) Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e) Decode two-</p>

			multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a) Use sentence-level context as a clue to the meaning of a word or phrase.	syllable words following basic patterns by breaking the words into syllables.
	Question of the Week	Main Selection	Target Phonics/ Word Analysis	
Week 1	How can a surprise be a treasure?	Mama's Birthday Present	ai, ay Singular and Plural Possessives	
Week 2	How can a story be a treasure?	Cinderella	ea Adding Endings	
Week 3	What treasures can we find in our country?	A Trip to Washington D.C.	oa, ow Three-Letter Consonant Blends	
Week 4	Why do we treasure special places?	A Southern Ranch	ie, igh kn, wr	
Week 5	What treasures can we share at home?	Peter's Chair	Compound Words ue, ew, ui	
Week 6	What treasures can we share with neighbors?	Henry and Mudge and Mrs. Hopper's House	-ly, -ful oo in moon	
Week 7	Interactive Review		Review	
Targeted Technology Standard				
<p>ISTE #2 Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <ul style="list-style-type: none"> a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats c. Develop cultural understanding and global awareness by engaging with learners of other cultures d. Contribute to project teams to produce original works or solve problems 				
Content Integration				
(additional resources found in Content Integration Map)				
Social Studies Connections			Science Connections	
NA			NA	

1st Grade Scope and Sequence

Unit 5: May 15-June 7

Flexible Pacing: 16 instructional days

Unit 5 Theme: Great Ideas				
Big Question	Targeted Comprehension Skill/Strategy	Writing from <i>Writing to Sources</i>	Report Card Learning Targets	
			I can...	
What is all around me?	<ul style="list-style-type: none"> Main Idea and Details Theme 	OPINION	<ul style="list-style-type: none"> Ask and answer questions about key details Identify the main topic and retell key details Recognize the structure (e.g., sequence, character, illustrations) Write opinion pieces using a reason Use grammar skills when writing or speaking Use context clues, affixes, and root words to determine the meaning of vocabulary words and phrases Recognize and apply grade level phonics to 1-2 syllable words RF.1.3 Read grade level text fluently with accuracy, appropriate rate, and expression to support comprehension 	
Targeted ELA Standards: SPEAKING & LISTENING	Targeted ELA Standards: READING	Targeted ELA Standards: WRITING	Targeted ELA Standards: LANGUAGE	Targeted ELA Standards: FOUNDATIONAL SKILLS
<p>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.</p> <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p>	<p>RL.1.1 & RI.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a</p>	<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>j) Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>k) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>L.1.4 Determine or clarify the meaning of unknown and</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c) Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>g) Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.1.4 Read with sufficient accuracy</p>

	text. RI.1.7 Use the illustrations and details in a text to describe its key ideas.		multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. f) Use frequently occurring affixes as a clue to the meaning of a word.	and fluency to support comprehension. b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
--	---	--	--	--

	Question of the Week	Main Selection	Target Phonics/ Word Analysis
Week 1	When does a problem need a clever solution?	Tippy-Toe Chick, Go!	ow, ou ie, e
Week 2	How can we look at things in a different way?	Mole and the Baby Bird	ow, ou V/CV, VC/V
Week 3	How do we solve mysteries?	Dot and Jabber	oo in foot Adding Endings
Week 4	How can a great idea make our lives easier?	Simple Machines	oi, oy er, or
Week 5	How can a great idea change the way we live?	Alexander Graham Bell: A Great Inventor	aw, au Digraphs, Diphthongs
Week 6	What can happen when someone has a new idea?	The Stone Garden	un-, re- long o, long i

Targeted Technology Standard

ISTE #5 Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

Content Integration

(additional resources found in Content Integration Map)

Social Studies Connections	Science Connections
NA	NA

Skill-Based Instruction Implementation Considerations

When planning for skill-based instruction, it is important to consider the unique needs of students who qualify for specialized services such as English Language Development (ELD) and special education. When grouping students, it may be necessary to provide additional groupings for English Language Learners who are classified as WIDA Levels 1-4 or students who have an IEP. Additional groupings support the responsibilities educators have in ensuring that all students receive the support needed to be successful. The graphic below shows the possible groupings for all students. Additional information about the focus of instruction can be viewed on following pages of this map and in the DIBELS Pathways of Progress Report.

Once students are grouped, for ELD, Special Education, and Groups 2-4, it is critical to provide explicit, systematic instruction with ample practice opportunities and specific feedback to fill in skill gaps. Finally, progress should be monitored more frequently for these groups to ensure that instruction is supporting students' growth towards mastery of identified outcomes.

ELD (30+ minutes)		Special Education	
Language Central Curriculum and applicable group instruction OR Reading Street ELL Handbook and applicable group instruction using Lesson Plans for ELD Small Group (Fluency & Frontload)		<ul style="list-style-type: none"> • Reading Mastery • Reading Mastery Core Lesson Connections • Corrective Reading • 6 Minute Solution 	
Additional ELD Instruction (15+ minutes)			
<ul style="list-style-type: none"> • ELL Pages in the Reading Street Teacher Edition or ELL Handbook • RTI Kit 			
Group 1 – Benchmark Rate & Accurate	Group 2 – Below Benchmark Rate & Accurate	Group 3 – Benchmark Rate & Inaccurate	Group 4 - Below Benchmark & Inaccurate
Focus of Instruction: • Comprehension and Vocabulary	Focus of Instruction: • Fluency	Focus of Instruction: • Self Monitoring for Accuracy	Focus of Instruction: • PA and Phonics
Resources	Resources	Resources	Resources
<ul style="list-style-type: none"> • RTI Kit • Group 1 Lesson Plan(s) 	<ul style="list-style-type: none"> • RTI Kit • Group 2 Lesson Plan(s) 	<ul style="list-style-type: none"> • RTI Kit • Group 3 Lesson Plan(s) 	<ul style="list-style-type: none"> • RTI Kit • Group 4 Lesson Plan(s)

INSTRUCTIONAL SORT

First Grade

Refer to the DIBELS Pathways to Progress Report to review Tests of Early Literacy for fall. The report will provide information on student performance in alphabetic principle (Nonsense Word Fluency), Word Blending / Recognition, and Phonemic Awareness, Using the criteria outlined in the table below, begin to group students accordingly. An additional, blank sort is provided at the back of this section to record groups.

<p>Group 1: <u>FALL:</u> Benchmark on PSF Benchmark on Nonsense Word Fluency CLS</p> <p><u>WINTER/SPRING:</u> Benchmark on DORF Benchmark on Nonsense Word Fluency WWR</p>	<p>Group 2: <u>FALL:</u> Benchmark on PSF Below Benchmark on Nonsense Word Fluency CLS</p> <p><u>WINTER / SPRING:</u> Below Benchmark Rate DORF Benchmark on Nonsense Word Fluency WWR</p>
<p>Group 3: <u>FALL:</u> Below Benchmark on PSF Benchmark on Nonsense Word Fluency CLS</p> <p><u>WINTER / SPRING:</u> Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR</p>	<p>Group 4: <u>FALL</u> Below Benchmark on PSF Below Benchmark on Nonsense Word Fluency CLS</p> <p><u>WINTER / SPRING:</u> Below Benchmark rate DORF Below Benchmark on Nonsense Word Fluency WWR</p>

First Grade

WINTER / SPRING Focus of Instruction & Materials

<p>Group 1: Benchmark on DORF Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Reading, Discussing and Writing</p> <ul style="list-style-type: none"> • Maintaining accuracy and fluency within connected text—repeated readings • Comprehension and vocabulary development • Extended reading and writing opportunities tied to Core subjects <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Decodable Texts • Reading Street: Fresh Reads • Reading Street: Advanced Level Lessons and Readers • Reading Street: Rtl Kit Fluency, Vocabulary and Comprehension • Reading Street: Research and Inquiry Lessons • PALS • FCRR Student Activities for Fluency, Comprehension and Vocabulary 	<p>Group 2: Below Benchmark Rate DORF Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Blending and Decoding Words</p> <ul style="list-style-type: none"> • Sound Letter Correspondence • Word study focused on Alphabetic Principle <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Rtl Kit Fluency • Reading Street: On Level Lessons and Readers • Blend and Read Decodable Readers • High-Frequency Word Practice • PALS
<p>Group 3: Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Decoding</p> <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word Study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • Use the <i>Core Phonics Screener Alignment Guide</i> to identify skill deficits and areas of targeted instruction <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Strategic Level Lessons and Readers • Reading Street: Rtl Kit Phonics and Decoding • FCRR Student Activities—Phonics • PALS • Elkonin boxes with letter tiles • Sight Word and/or Fry Phrases Speed Drills 	<p>Group 4: Below Benchmark rate DORF Below Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Phonemic Awareness & Decoding</p> <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • <i>Core Phonics Screener & Alignment Guide</i> to identify skill deficits and areas of targeted instruction <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Decodable Text • CSD Decodable Database • Reading Street: Rtl Kit Phonemic Awareness; Phonics and Decoding Lessons • FCRR Student Activities—Phonemic Awareness and Phonics • PALS • Elkonin boxes with discs to push up sounds and letter tiles

First Grade

FALL Focus of Instruction & Materials

<p>Group 1: Benchmark on PSF Benchmark on Nonsense Word Fluency CLS</p> <p>Focus of Instruction: Blending, Reading, Discussing and Writing</p> <ul style="list-style-type: none"> • Maintaining accuracy and fluency within connected text—repeated readings • Comprehension and vocabulary development • Practice with reading and writing opportunities tied to Core subjects <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Decodable Texts • Reading Street: Fresh Reads • Reading Street: Advanced Level Lessons and Readers • Reading Street: Rtl Kit Fluency, Vocabulary and Comprehension • Reading Street: Research and Inquiry Lessons • PALS • FCRR Student Activities for Fluency, Comprehension and Vocabulary 	<p>Group 2: Benchmark on PSF Below Benchmark on Nonsense Word Fluency CLS</p> <p>Focus of Instruction: Blending and Decoding Words Sound Letter Correspondence Word study focused on Alphabetic Principle</p> <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Rtl Kit Fluency • Reading Street: Below Level Lessons and Readers • Blend and Read Decodable Readers • High-Frequency Word Practice • PALS
<p>Group 3: Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Decoding</p> <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word Study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • Use the <i>Core Phonics Screener Alignment Guide</i> to identify skill deficits and areas of targeted instruction <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Strategic Level Lessons and Readers • Reading Street: Rtl Kit Phonics and Decoding • FCRR Student Activities—Phonics • PALS • Elkonin boxes with letter tiles • Sight Word and/or Fry Phrases Speed Drills 	<p>Group 4: Benchmark Rate DORF Below Benchmark on Nonsense Word Fluency WWR</p> <p>Focus of Instruction: Phonemic Awareness & Decoding</p> <ul style="list-style-type: none"> • Establish sound/letter correspondence • Word study focused on alphabetic principle • Rereading decodable text • Developmental spelling/writing • <i>Core Phonics Screener & Alignment Guide</i> to identify skill deficits and areas of targeted instruction <p>Instructional Materials:</p> <ul style="list-style-type: none"> • Reading Street: Decodable Text • CSD Decodable Database • Reading Street: Rtl Kit Phonemic Awareness; Phonics and Decoding Lessons • FCRR Student Activities—Phonemic Awareness and Phonics • PALS • Elkonin boxes with discs to push up sounds and letter tiles



DIBELS® Next Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / April, 2011

Initial Grouping Suggestions

The groupings provided by these worksheets are considered *initial suggestions* because the teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Three Levels of Instructional Support

The following three levels of instructional support are identified for individual DIBELS scores as well as the overall DIBELS Composite Score:

- *At or Above Benchmark: Likely to Need Core Support* – Student's scores are at or above the benchmark for their grade and time of year; students performing at this level are likely to need effective core instruction to reach subsequent goals.
 - Generally **80%–90%** probability of reaching subsequent important reading goals.
 - Provide generally effective core curriculum and instruction focused on the core components of early literacy and reading.
- *Below Benchmark: Likely to Need Strategic Support* – Student's scores are below the benchmark for their grade and time of year; students performing at this level are likely to need additional targeted intervention and support to reach subsequent goals.
 - Generally **40%–60%** probability of reaching subsequent important reading goals.
 - Provide extra practice; adaptations of core curriculum; small group instruction with supplementary program.
- *Well Below Benchmark: Likely to Need Intensive Support* – Student's scores are well below the benchmark for their grade and time of year; students performing at this level are likely to need substantial additional intervention and support to reach subsequent goals.
 - Generally **10%–20%** probability of reaching subsequent important reading goals.
 - Provide focused, explicit instruction with supplementary intensive curriculum; small group/individual instruction.

Validating Need for Support

Within the Outcomes Driven Model, an important step is validating need for support. At this step, ask, "Are we confident that the identified students need support?" If there is any doubt in making the decision regarding whether a student is on track or not with respect to a core component, additional information should be obtained. The goal is to be reasonably confident in the decision that the student is on track or not. Additional information may be obtained by retesting with alternate forms of the corresponding DIBELS measure, by administering a brief diagnostic assessment, or by considering other assessment and performance information available on the student.

Building Accuracy and Fluency

The goal in each core component area is for the student to demonstrate proficiency with the skill by being highly accurate as well as fluent and confident in their answers. Build accuracy with a focus on accurate and fluent word reading and decoding, advanced phonics, and word attack skills. Incorporate fluency building activities on mastery-level material where the student is highly accurate. Consider using survey-level assessment to identify the appropriate progress monitoring level, instructional level, and mastery level.

Core Components of Early Literacy

It is important to analyze and use all of the information available on a student's skills. These initial instructional grouping worksheets provide an initial focus on the two most salient core components at each assessment time. Vocabulary and oral language skills are another core component of early literacy that should be considered when planning instructional groups.

School-Wide, Systems-Level Considerations

If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing the system of core instruction to address the corresponding skill areas.

1 Grade 1 Beginning of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / April, 2011

Group 1: Likely to Need Core Support		
Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 27 or higher)	
Name	PSF 40+	NWF-CLS 27+

Group 2: Additional support on the alphabetic principle and basic phonics skills		
Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 27)	
Name	PSF 40+	NWF-CLS 0-26

Group 3: Additional support on phonemic awareness skills		
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF-CLS is 27 or higher)	
Name	PSF 0-39	NWF-CLS 27+

Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills		
Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF-CLS is below 27)	
Name	PSF 0-39	NWF-CLS 0-26

Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

1 Grade 1 Middle of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / April, 2011

Group 1: Likely to Need Core Support		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 23 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 8 or higher)	
Name	DORF–Words Correct 23+	NWF–WWR 8+

Group 2: Additional support on the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 23)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 8 or higher)	
Name	DORF–Words Correct 0–22	NWF–WWR 8+

Group 3: Additional support on the alphabetic principle and basic phonics skills		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 23 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 8)	
Name	DORF–Words Correct 23+	NWF–WWR 0–7

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 23)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 8)	
Name	DORF–Words Correct 0–22	NWF–WWR 0–7

1 Grade 1 End of Year Initial Instructional Grouping Suggestions

© Dynamic Measurement Group, Inc. / April, 2011

Group 1: Likely to Need Core Support		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 47 or higher)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)	
Name	DORF–Words Correct 47+	NWF–WWR 13+

Group 2: Additional support on the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 47)	
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–WWR is 13 or higher)	
Name	DORF–Words Correct 0–46	NWF–WWR 13+

Group 3: Additional support on the alphabetic principle and basic phonics skills		
Accurate and Fluent Reading of Connected Text	At or Above Benchmark (DORF–Words Correct is 47 or higher)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)	
Name	DORF–Words Correct 47+	NWF–WWR 0–12

Group 4: Additional support on the alphabetic principle and basic phonics skills as well as the accurate and fluent reading of connected text skills		
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark (DORF–Words Correct is below 47)	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–WWR is below 13)	
Name	DORF–Words Correct 0–46	NWF–WWR 0–12

Small Group Time Planner

This planner is a recommended sequence for establishing expectations and routines for implementing the skill-based small-group instruction component of the CSD literacy block. If the class is having a hard time following the expectations and routines, it may be necessary to reteach the specific expectations and/or routines with which the students are struggling. An additional consideration may be to decrease the daily minutes spent on small-group time until students can maintain independence at a satisfactory level. The unique needs of each classroom will dictate whether or not this scope and sequence takes 16 days. Please adjust accordingly.

DAY	TIME (min.) (flexible)	Instruction Goal	What is the TEACHER doing?	What are the STUDENTS doing?
Phase I of Skill-Based Small Group Instruction Time: Teacher Monitors				
1	15	Introduce small-group time expectations and routines	<ul style="list-style-type: none"> ➤ Teacher explains each of the expectation and routines and routines for small-group time using a poster that will be hung up in the classroom for reference. ➤ Teacher chooses students to model each expectation and routine while the whole class watches. 	<ul style="list-style-type: none"> ➤ Students learn about expectations and routines and discuss the importance of each expectation and routine with the whole group. ➤ Individual students model for others what the expectations look and sound like.
2	15	Practice small-group time expectations and routines	<ul style="list-style-type: none"> ➤ Same as Day 1 above 	<ul style="list-style-type: none"> ➤ Same as Day 1 above
3	25	Practice small-group time expectations and routines	<ul style="list-style-type: none"> ➤ Teacher quickly reviews each of the expectations and routines for small-group time. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. ➤ Teacher gives students a task (that needs little explanation) to do independently at their seats. ➤ Teacher monitors room; but does not engage 	<ul style="list-style-type: none"> ➤ Students listen while teacher reviews expectations and routines. ➤ Individual students model for others what the expectations and routines look and sound like. ➤ All students work independently at their seats. ➤ Students actively participate in a

Adapted from: Consortium on Reading Excellence Small Group Implementation Small Group Time Planner (2008)

			with students. ➤ Teacher ends small-group time with a debriefing session with whole class.	debriefing session.
4	25		➤ Same as Day 3 above	➤ Same as Day 3 above
5	25		➤ Same as Day 3 above	➤ Same as Day 3 above
6	25	Introduce Practice Station #1	<ul style="list-style-type: none"> ➤ Teacher introduces and explains each of the expectations and routines for a Practice Station #1 (e.g. Fluency Station with Fresh Reads) that will be consistently utilized. ➤ Teacher chooses students to model each expectation and routine while the whole class watches. 	<ul style="list-style-type: none"> ➤ Students learn about the selected Practice Station #1 expectations and routines and discuss the importance of each with the whole group. ➤ Individual students model for others what the expectations and routines look and sound like.
7	25	Review expectations and routines for the Practice Station #1	<ul style="list-style-type: none"> ➤ Teacher reviews expectations and routines for small group time and the Practice Station #1 from Day 7. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. ➤ Teacher has whole class practice performing that Practice Station #1. ➤ Teacher monitors room; but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students learn about the selected Practice Station #1 expectation and routines and discuss the importance of each with the whole group. ➤ Individual students model for others what the expectation and routines look and sound like. ➤ All students actively work on Practice Station #1. ➤ Students actively participate in a debriefing session.
Phase II: Introduction: Multiple Tasks—Teacher Monitors				
8	45	Practice with Independent Work and Practice Station #1	<ul style="list-style-type: none"> ➤ Teacher quickly reviews each of the expectations and routines for small-group time and the Practice Station #1. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. ➤ Teacher introduces 2-3 independent seatwork tasks and the practice station activity. 	<ul style="list-style-type: none"> ➤ Students listen while teacher reviews expectations and routines. ➤ Individual students are asked to model for others what some of the expectation and routines

Adapted from: Consortium on Reading Excellence Small Group Implementation Small Group Time Planner (2008)

			<ul style="list-style-type: none"> ➤ Teacher lets a group of students move into the Practice Station #1 area to work on the activity while other students remain at their seats. ➤ After a set amount of time, teacher assigns a new group to Practice Station #1. ➤ Teacher monitors room, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> look and sound like. ➤ Two groups of students (more groups if length of small-group time is increased) work at Practice Station #1 independently. ➤ The remainder of the class works on the independent seatwork tasks. ➤ Students actively participate in a debriefing session.
9	45-60	Practice with Independent Work and Practice Station #1	<ul style="list-style-type: none"> ➤ (Same as Day 8 above) 	<ul style="list-style-type: none"> ➤ (Same as Day 8 above)
10	45-60	Introduce Practice Station #2	<ul style="list-style-type: none"> ➤ Teacher introduces and explains each of the expectations and routines for Practice Station #2. ➤ Teacher chooses students to model each expectation and routine while the whole class watches. ➤ Teacher lets a group of students go to the Practice Station #1 and lets a group go to Practice Station #2. ➤ Teacher gives the remainder of class 2-3 tasks (that need little explanation) to do independently. ➤ Teacher monitors the room, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students learn about Practice Station #2 and discuss the importance of each with the whole group. ➤ Individual students model for others what the expectations and routines look and sound like. ➤ One group of students works at Practice Station #1. ➤ One group of students works at Practice Station #2. ➤ The remainder of the class works on independent

Adapted from: Consortium on Reading Excellence Small Group Implementation Small Group Time Planner (2008)

				<p>tasks at their seats.</p> <ul style="list-style-type: none"> ➤ Students actively participate in a debriefing session.
11	45-60	Practice with Independent Work and Two Practice Stations	<ul style="list-style-type: none"> ➤ Teacher quickly reviews each of the expectations and routines for small-group time and Practice Station #2. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. ➤ Teacher lets a different group of students go to the Practice Station #1 and lets a different group go to Practice Station #2. ➤ Teacher gives the remainder of class 2-3 tasks (that need little explanation) to do independently. ➤ Teacher monitors the room, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students learn about Practice Station #2 and discuss the importance of each with the whole group. ➤ Individual students model for others what the expectations and routines look and sound like. ➤ One group of students works at Practice Station #1. ➤ One group of students works at Practice Station #2. ➤ The remainder of the class works on independent tasks at their seats. ➤ Students actively participate in a debriefing session.
12	45-60	Introduce and Practice with Practice Station #3	<ul style="list-style-type: none"> ➤ Teacher introduces and explains each of the expectations and routines for Practice Station #3. ➤ Teacher chooses students to model each expectation and routine while the whole class watches. ➤ Teacher quickly reviews each of the expectations and routines for small-group time and Practice Stations #1-2 as needed. ➤ Teacher chooses students to model some expectation and routines while the whole class watches. 	<ul style="list-style-type: none"> ➤ Students learn about Practice Station #3 expectations and routines and discuss the importance of each with the whole group. ➤ Individual students model expectations and routines for others.

Adapted from: Consortium on Reading Excellence Small Group Implementation Small Group Time Planner (2008)

			<ul style="list-style-type: none"> ➤ Teacher chooses students to go to the three areas introduced so far while the rest of the class work on 2-3 independent tasks (new groups may be rotated in as desired). ➤ Teacher monitors rooms, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Small groups work at each Practice Station ➤ The remainder of the class works on independent tasks. ➤ Students actively participate in a debriefing session.
13	45-60	Introduce and Practice with Practice Station #4	<ul style="list-style-type: none"> ➤ Teacher introduces and explains each of the expectations and routines for Practice Station #4. ➤ Teacher chooses students to model each expectation and routine while the whole class watches. ➤ Teacher quickly reviews each of the expectation and routines for small-group time and Practice Stations #1-3 as needed. ➤ Teacher chooses students to model some expectation and routines while the whole class watches. ➤ Teacher chooses students to go to the four areas introduced so far while the rest of the class work on 2-3 independent tasks (new groups may be rotated in as desired). ➤ Teacher monitors rooms, but does not engage with students. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students learn about Practice Station #4 expectations and routines and discuss the importance of each with the whole group. ➤ Individual students model expectations and routines for others. ➤ Small groups work at each Practice Station ➤ The remainder of the class works on independent tasks. ➤ Students actively participate in a debriefing session.
Phase III: Multiple Tasks—Teacher Pulls One Group				
14	45-60	Introduce teacher working with small group	<ul style="list-style-type: none"> ➤ Teacher quickly reviews each of the expectations and routines for small-group time and Practice Stations as needed, emphasizing the “no interruption” concept. ➤ Teacher chooses students to model some expectations and routines while the whole class watches. 	<ul style="list-style-type: none"> ➤ Students listen while teacher reviews expectations and routines. ➤ Individual students are asked to model for others what some of the expectation and routines mean. ➤ Students choose from Practice Station options.

Adapted from: Consortium on Reading Excellence Small Group Implementation Small Group Time Planner (2008)

			<ul style="list-style-type: none"> ➤ Teacher gives the independent tasks for small-group time and the Practice Station options. ➤ Teacher pulls one group for about 10-15 minutes to work with who needs reteaching/preteaching. ➤ Teacher ends small-group time with a debriefing session with whole class. 	<ul style="list-style-type: none"> ➤ Students move freely from independent tasks and Practice Stations following the directions the teacher has given. ➤ Students actively participate in a debriefing session.
15	45-60		<ul style="list-style-type: none"> ➤ Same as Day 14 above 	<ul style="list-style-type: none"> ➤ Same as Day 16 above ➤
Phase IV: Multiple Tasks—Teacher Pulls Multiple Groups				
16	45-60	From now on, any time a new activity or Practice Station is added for small-group time, the teacher should follow a similar routine as the one established above. When ready to begin Phase IV, the teacher may begin to pull multiple groups for an extended time (10-15 min. each group) using intervention and challenge materials and activities.		

Five-Day Plan for Spelling Instruction

This five-day plan for spelling instruction represents best practices in developing students' word study skills. The instructional routine below provides an overview of the daily activities that would support students' abilities to generalize the patterns taught each week to new words and settings.

Day 1
<ul style="list-style-type: none">• Pre-test using 5-7 words from the spelling dictation routine. Have students rewrite misspelled words correctly after each word is given.• Spelling Dictation Routine Card #7 or Word Parts Strategy Routine Card #4 (Rtl Kit)
Day 2
<ul style="list-style-type: none">• Explicit focus on the spelling pattern, rule or generalization as outlined in Reading Street lesson• Spelling Dictation: 5-7 words (Rtl Kit Routine Card 4/7)
Day 3
<ul style="list-style-type: none">• Explicit focus on the spelling pattern, rule or generalization as outlined in Reading Street lesson• Spelling Dictation: 5-7 words (Rtl Kit Routine Card 4/7)
Day 4
<ul style="list-style-type: none">• Have students perform a word sort using the pattern of the week. This could be done in a practice station, if desired. Possible Sorts:<ul style="list-style-type: none">○ New vowel (spelling?) pattern combined with previously taught vowel patterns within the same vowel○ Prefix/non-prefix or Suffix/non-suffix○ Syllable types
Day 5
<ul style="list-style-type: none">• Spelling Dictation Assessment: 10-20 words (Rtl Kit Routine Card 4/7)

Best Practices for Handwriting Instruction

Handwriting (both manuscript and cursive) is an important skill for students to learn. Teaching and practicing writing allows students to write letters correctly and efficiently. Fluent writers are able to focus on generating idea, producing grammatically correct text, and considering audience. Even when a student moves to a computer or other device, that writing fluency is important to the composing process.

-Utah State Office of Education

Direct, systematic, explicit teaching of handwriting improves students' overall written composition for many years. Students who are automatic with correct letter formation, including reasonable legibility and fluency, can cognitively attend to the higher-level skills associated with written tasks. Attention to higher-level skills is compromised when students have to focus their cognitive energy on letter formation. Best practices support the integration of handwriting instruction within other written tasks. Research indicates that early handwriting instruction improves students' written work, not just its legibility, but its quantity and quality as well (Graham, 2010; Moats, 2008).

Effective and Efficient Handwriting Instruction

Step 1: Provide 2-5 minutes of direct, explicit instruction during the Language Block using your Reading Street materials.

Instruction includes:

- Providing visual models around the room
- Using lined paper with labels for top/middle/bottom
- Connecting sound/spelling card, name and sound of letter (K-3)
- Using language to describe the strokes
- Writing letters in the air using whole arm and pointing with index and middle fingers to trace the letter
- Monitoring student posture and grip as necessary
- Focusing on accuracy, then fluency

Step 2: Embed additional practice in spelling/word study, writing, or conventions instruction

Step 3: Practice Stations can be used for additional, brief practice opportunities

Handwriting Standards from the Utah Core: *Language Standard 1*

Kindergarten

- a) With guidance and support, identify and write many upper - and lowercase letters, including those in the student's name.

1st Grade

- a) Independently identify and legibly write all upper-and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word).
- b) Produce grade-appropriate text using legible writing.

2nd Grade

- a) Fluently, independently, and legibly write all upper- and lowercase letters.
- b) Produce grade-appropriate text using legible writing.
- c) Understand that cursive is different from manuscript.

3rd Grade

- a) Independently and legibly write all upper- and lowercase cursive letters.
- b) Produce grade-appropriate text using legible cursive writing.

4th Grade

- a) Fluently, independently, and legibly write all upper and lower case cursive letters.
- b) Produce grade-appropriate text using legible cursive writing.

5th Grade

- a) Maintain legible and fluent cursive writing.

Zaner-Bloser or D’Nealian? It is recommended that each school will need to adopt one manuscript type Zaner-Bloser or D’Nealian. It is essential that whatever is decided is vertically aligned so that students can build their fluency in the selected type without having to learn a different style each year. There are benefits to both types of manuscript and your Reading Street materials provide guidance for each. The table below offers considerations to inform your decision.

Zaner-Bloser	D’Nealian
<ul style="list-style-type: none">• Students often enter kindergarten already knowing how to form some letters	<ul style="list-style-type: none">• Smoother and faster transition to cursive
<ul style="list-style-type: none">• More closely matches the print students are reading	<ul style="list-style-type: none">• Reduces “b” and “d” letter confusion

Note: Difficulty in forming letters is not related to cognitive skills, but to fine motor movement. Movements using a rigid fist grip come from the muscle of the upper arm, not smaller hand movements. Strengthening the muscle of the upper arm will help handwriting development (Moats, 2008).

Handwriting Samples

Manuscript Alphabet REPRODUCIBLE

a b c d e f g
h i j k l m n
o p q r s t u
v w x y z

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z , ' . ?

1 2 3 4 5 6
7 8 9 10

160

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

D'Nealian™ Alphabet REPRODUCIBLE

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z , ' . ?

1 2 3 4 5 6
7 8 9 10

159

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

D'Nealian™ Cursive REPRODUCIBLE

a b c d e f g
h i j k l m n
o p q r s t u
v w x y z

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z , ' . ?

1 2 3 4 5 6
7 8 9 10

158

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

Writing Practices

During school day, best instructional practice emphasizes writing across content areas and integrated throughout the entire school day. There are both formal and informal practices, which include Writing to Learn and Product Writing.

The purpose of Writing to Learn:

- Develop fluency
- Practice written vocabulary and academic language
- Practice communicating ideas formally and informally
- Assess comprehension

During Writing to Learn tasks, students engage in two of the five levels of writing: 1) To get ideas down, and 2) To exhibit knowledge on a topic. (Shown as Writing on Demand within Reading Street)

The purpose of Product Writing:

- Knowledge on a topic or text
- Well developed composition with organization
- Transitions, precise language and formal language
- Refinement of writing skills
- Conventions and grammar
- Evaluation and feedback
- Publishing

During Product Writing students engage in three of the five levels of writing: 3) Writing to be read and reviewed, revised and edited. 4) Writing to be critiqued, revised and edited. 5) Writing to be published.

Levels	Examples
1. Writing to get ideas down	Brainstorming, listing, graphic organizer
2. Writing to exhibit knowledge on a topic	Short answers, journals, learning logs
3. Writing to be read and reviewed, revised and edited	First draft of report, essay, narrative
4. Writing to be critiqued, revised and edited	Final draft of report, essay, narrative
5. Writing to be published	Shared with a wider audience (e.g. <i>Reflections</i>)

Some of the examples in the following pages include the four square structure for both writing to learn and product writing. Included are four square templates that align to grade level core and text types. Additionally, there are examples and suggested performance tasks aligned to the Reading Street Unit and Writing to Sources Book.

Framework for Elementary Product Writing

“As we read and discuss complex text with students, we look for the organizational structures and methods writers use for presenting information. We should always be moving students ‘from conversation to composition’. In doing so, we show students how others use evidence, how they can locate evidence and how they can use evidence in verbal and written communication.”

Fisher, D. and Frey, N. 2014. *Close Reading and Writing From Sources*.

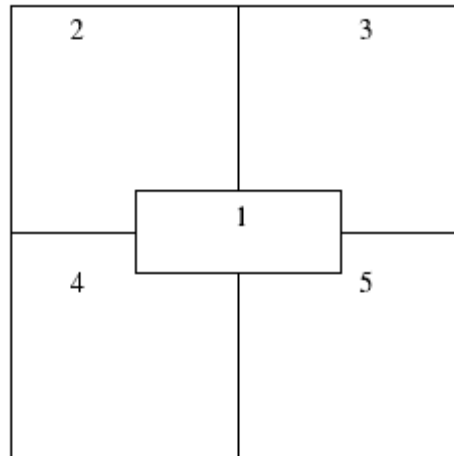
PRE WRITING	Step 1	<ul style="list-style-type: none"> Identify the Focus RL/RI standard Identify the writing prompt [assessment] <ul style="list-style-type: none"> Design exemplar anchor paper Plan a close read aligned to the standard and prompt 	<p>Standards-Based Instructional Cycle</p> <p>Standards: What are students expected to know and do?</p> <p>Evidence-based Curriculum: What resources will be used to teach standards?</p> <p>Instruction: How will instruction be delivered to make the standards accessible and engaging?</p> <p>Assessment: How will students show progress toward mastery of the standards?</p> <p>Grading: How will progress toward mastery be reported?</p> <p>Scaffolding: What supports are necessary to ensure student progress, mastery or extension?</p> <p>CANYONS School District</p>
	Step 2	<ul style="list-style-type: none"> Facilitate the close read (close read routine, ELA map) Annotate Note-taking using graphic organizer Discuss using “talk moves” (e.g., <i>Can you add on? Can you give more explanation? What can you conclude?</i>) Provide feedback opportunities (peer and/or teacher) 	
DRAFTING	Step 3	<ul style="list-style-type: none"> Practice verbally “writing” using academic language frames for the text type, prior to four square organization Provide feedback opportunities (peer and/or teacher) 	
	Step 4	<ul style="list-style-type: none"> Use core aligned Four Square (ELA map pg) to support students in organizing draft writing (with feedback) <ul style="list-style-type: none"> Transitions Reasons Details Facts Evidence Examples Topic sentences (introductions) Conclusions 	
REVISING	Step 5	<ul style="list-style-type: none"> Self Revision of the four square Peer revision of the four square (with feedback) Teacher revision (could be optional) Repeat steps as needed (more evidence, transitions, facts, detail etc.) 	
PUBLISHING	Optional Step 6	<ul style="list-style-type: none"> Written paragraph(s) (from four square) Revision Summative published document Summative score 	

"Four Square" Writing Overview

You can easily write properly structured paragraphs with a topic sentence and conclusion using a simple graphic organizer – "the four-square." With further practice, you will learn to write well-developed compositions of five or more paragraphs, complete with introductory and concluding paragraphs.

Step 1: Write or draw your topic sentence based on your writing prompt or topic.

Divide an entire piece of notebook paper into equal quarters, leaving a large rectangle in the center (as illustrated below.) Once you have formulated your position into a main idea (K-1), topic sentence (2-3), **write your Main Idea or Topic Sentence in Box 1.**



The main idea (topic sentence) is placed in the center box of the four square (box 1). Boxes 2, 3, and 4 are used for supporting ideas. The lower right box (box 5) is used to build a summary or concluding sentence. This "wrap-up" sentence encompasses all the ideas developed in the four-square, and is the basis of developing good introductory and concluding paragraphs in the essay.

Step 2: Write or draw three supporting ideas (reasons, details or facts).

Once you've written your topic or prompt in Box 1, BRAINSTORM three supporting ideas (Write these in Boxes 2, 3 and 4.) Finally, write a concluding sentence in Box #5. Now the center box will contain a complete sentence (topic sentence based on your prompt), and boxes 2, 3, and 4 will contain supporting ideas (reasons, details or facts) that prove or support box 1. These ideas must be all different from one another, real, and not simple opinions.

Step 3: 4 Square + T: Adding Transitional words to provide transition between thoughts- By now you are developing your ideas (box 1) into three reasons, details or facts (boxes 2, 3, and 4). Transition words are now needed to provide smooth transitions and reading between what will eventually become sentences or paragraph(s).

Step 4: Add a concluding statement- write a concluding sentence in Box #5. The concluding ties all the parts together, reminds the reader of the topic and purpose for the paragraph and reflects the topic sentence.

Step 5: Develop your ideas in drawings/sentences/paragraph(s) on a separate sheet of paper. Your drawing/sentences/paragraph(s) are now taken off the organizer and put on a separate sheet of paper, which will give you plenty of room to add to your drawing/sentences/paragraph(s).

Name: _____

Introduce topic/name of book	State an opinion
Supply a reason	Closure

Topic or Name of Book

Opinion Writing Rubric
1st Grade

Score	Statement of Purpose / Focus and Organization (4-point rubric)	Conventions/Editing (2-point rubric begins at score point 2)
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Introduce the topic/name the book they are writing about • State an opinion • Supply reasons • Provides closing statement or section 	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Introduce the topic/name the book they are writing about • State an opinion • Supply a reason • Provide some sense of closure 	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic or opinion • Unclear or irrelevant reason • Unclear closure 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Capitalizes the first word in a sentence, dates, names of people, and the pronoun / • Uses end punctuation • Uses commas in dates and to separate single words in a series • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic or opinion • No reason • No sense of closure 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • Errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling
0		<p>The response demonstrates a lack of command of conventions.</p>
NS	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	

Name: _____

Introduce topic	Fact 1
Fact 2	Closure

Topic

Informative Writing Rubric
1st Grade

Score	Statement of Purpose / Focus and Organization (4-point rubric)	Conventions/Editing (2-point rubric begins at score point 2)
4	<p>The response is fully sustained and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • State the topic • Supply 3 or more facts about the topic • Provides closure 	
3	<p>The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • State the topic • Supply 1-2 facts about the topic • Provide some sense of closure 	
2	<p>The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Unclear or unfocused topic • Confusing or irrelevant facts about the topic • Minimal or no sense of closure 	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> • Capitalizes the first word in a sentence, dates, names of people, and the pronoun / • Uses end punctuation • Uses commas in dates and to separate single words in a series • Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions • Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed
1	<p>The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • No stated topic • No facts included • No sense of closure 	<p>The response demonstrates partial command of conventions:</p> <ul style="list-style-type: none"> • Errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling
0		<p>The response demonstrates a lack of command of conventions.</p>
NS	<p>Insufficient, illegible, foreign language, incoherent, off topic, or off-purpose writing</p>	

Name: _____

First,	Next,
Then,	Title:
Finally,	

1st Grade Narrative Writing Rubric

Score	Narrative Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
4	Narrative is clearly focused and developed throughout.	Narrative has a well-developed, logical, easy-to-follow plot.	Narrative includes thorough and effective use of details, dialogue, and description	Narrative uses precise, concrete sensory language as well as figurative language and/or domain-specific vocabulary.	Narrative has correct grammar, usage, spelling, capitalization, and punctuation.
3	Narrative is mostly focused and developed throughout.	Narrative has a plot, but here may be some lack of clarity and/or unrelated events.	Narrative includes adequate use of details, dialogue and description.	Narrative uses adequate sensory and figurative language and/or domain-specific vocabulary.	Narrative has a few errors but is completely understandable.
2	Narrative is somewhat developed but may occasionally lose focus.	Narrative's plot is difficult to follow, and ideas are not connected well.	Narrative includes only a few details, dialogues, and description.	Language in narrative is not precise or sensory; lacks domain-specific vocabulary.	Narrative has some errors in usage, grammar, spelling and/or punctuation.
1	Narrative may be confusing, unfocused, or too short.	Narrative has little or no apparent plot.	Narrative includes few or no details, dialogue or description	Language in narrative is vague, unclear, or confusing.	Narrative is hard to follow because of frequent errors.
0	Narrative gets no credit if it does not demonstrate adequate command of narrative writing traits.				

Utah Core Standards

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