

COMMON CORE

State Standards

DECONSTRUCTED for
CLASSROOM IMPACT

FIRST GRADE

ENGLISH LANGUAGE ARTS

LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE & TECHNICAL SUBJECTS



855.809.7018 | www.commoncoreinstitute.com

Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; Learning Progressions from The University of Arizona's Institute for Mathematics and Education, chaired by Dr. William McCallum; the Arizona Academic Content Standards; the North Carolina Instructional Support Tools; and numerous math practitioners currently in the classroom.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

Understanding the Organization

The **Overview** includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the strand—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing content area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, this represents the area or domain of literacy: reading literature (RL), reading foundation (RF), etc. Think of the domain as a sort of header as the content will reflect standards-focused information within that strand. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent strand.

What follows the **Domain** are the core anchor standards for an organizing **Content** area (i.e., Key Ideas and Details). Next is the Critical Focus or some of the specific learner outcomes related to this domain and the organizing content area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this as an overarching guiding concept.

Academic Vocabulary supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying of **Know: Concepts/Skills, Think**, and **Do**, and **Key Strategies**.

The **Essential Question(s)** enable you to focus your instructional strategies and learning objectives as you plan. The Learning Progressions are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with your students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying Learning Expectations of **Know: Concepts/Skills, Think**, and **Do** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As you refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

OVERVIEW

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

¹ The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

² As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and world views, students can vicariously inhabit worlds and have experiences much different than their own.

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARDS FOR
LITERATURE
(RL)**

FIRST GRADE

ENGLISH LANGUAGE ARTS



College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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 the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

ANCHOR READING STANDARDS

Key Ideas and Details

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 the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements.

Use questions and prompts such as:

- Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story?
- Can you tell me where the story took place?
- Can you tell me the important things that happened in the story?
- Who are the characters in the story? What do you know about them?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short vowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/characteristics, upper case, verb, vowel, vowel team

**ANCHOR
READING
STANDARD
RL.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 the text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ESSENTIAL
QUESTION(S)**

How can asking and answering questions help me understand the text?

**LEARNING
PROGRESSIONS**

Grade: K

With prompting and support, ask and answer questions about key details in a text.

Grade: 1st

Ask and answer questions about key details in text.

Grade: 2nd

Ask and answer such questions as, who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify meanings and details within a text.
Ask questions about meanings and details within a text.
Answer questions about meanings and details in a text.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR READING STANDARD RL.2

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.2

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

ESSENTIAL QUESTION(S)

- Why is using key details from the story important in retelling the story?
- How do readers discover the central message or lesson of a text (in 3-5 we used “theme”)?
- How can I retell the text to express the central message or lesson(in 3-5 we used “theme”)?
- How can I use the details of the text to express the theme?

LEARNING PROGRESSIONS

Grade: K	With prompting and support, retell familiar stories, including key details.
Grade: 1st	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Grade: 2nd	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify meanings and details within a story.

Identify central message/lesson of the story.

Retell story, including key plot points, details, and ideas.

Apply understanding of a central message, meaning, or lesson.

Orally demonstrate understanding of a central message, meaning or lesson.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: “Can you find the part of the word which was difficult for you to read? How did you figure it out?”
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**ANCHOR
READING
STANDARD
RL.3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.3

Describe characters, settings, and major events in a story, using key details.

**ESSENTIAL
QUESTION(S)**

How do readers identify and describe story elements?

**LEARNING
PROGRESSIONS**

Grade: K

With prompting and support, identify characters, settings, and major events in a story.

Grade: 1st

Describe characters, settings, and major events in a story, using key details.

Grade: 2nd

Describe how characters in a story respond to major events and challenges.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Define character.
Define setting.
Define major events.
Define key details.
Identify characters using key details.
Identify setting using key details.
Identify major events using key details.

Describe characters using key details, discern which details are important.

Describe setting using key details, discern which details are important.

Describe major events using key details, discern which details are important.

Orally demonstrate understanding of a central message, meaning or lesson.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
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- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ANCHOR READING STANDARDS

Craft and Structure

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

CRITICAL FOCUS

LEARNER OUTCOMES

First grade students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the difference between books that tell stories and books that provide information. First grade students should be able to name who is telling the story.

Use questions and prompts such as:

- Can you find the feeling words in this poem/story?
- Is this book an informational book or a story book? How do you know?
- Who is telling the story in this part of the book?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RL.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.

LITERATURE

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">• How does word choice impact the overall meaning of the text?• How does the author’s choice of words show feelings or the senses?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, ask and answer questions about unknown words in a text.	
	Grade: 1st	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
	Grade: 2nd	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify words in stories or poems. Identify phrases in stories or poems. Identify the various senses. Identify feelings. Recognize words and phrases that suggest feelings. Recognize words and phrases that appeal to the senses.	Identify words and phrases in stories that suggest feelings. Identify words and phrases in poems that suggest feelings. Identify words and phrases in stories that appeal to the senses. Identify words and phrases in poems that appeal to the senses.	

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.5**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.5

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

**ESSENTIAL
QUESTION(S)**

How do readers approach different text types?

**LEARNING
PROGRESSIONS**

Grade: K

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

Grade: 1st

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

Grade: 2nd

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

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Define fiction.
Define non-fiction.
Recognize characteristics of fiction.
Recognize characteristics of nonfiction.
Recognize fiction in different forms and presentations.
Recognize nonfiction in different forms and presentations.
Explain how a text for a story is different from a text written for information.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.6**

Assess how point of view or purpose shapes the content and style of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.6	Identify who is telling the story at various points in a text.		
ESSENTIAL QUESTION(S)	Why is it important to know who is telling the story?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
	Grade: 1st	Identify who is telling the story at various points in a text.	
	Grade: 2nd	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize when the narrator is telling the story. Identify the characters in a story. Identify who is telling the story at various points.	Identify points of view of narrator and different characters in a story.	

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ANCHOR READING STANDARDS

Integration of Knowledge and Ideas

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

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

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.

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.

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to use pictures and details in a story to tell about characters, setting, and events. They continue to build on character development by looking at similarities and differences in characters' experiences in stories.

Use questions and prompts such as:

- Can you find an illustration or part that shows the main character?
- Can you find an illustration or part that shows the setting?
- Can you find an illustration or part that shows the problem in the story?
- What is the same about the characters in the two stories? What is different?
- What happened to the characters that is the same? What is different?
- Did the characters solve the problem in different ways? If so, how?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR READING STANDARD RL.7

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.7

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

ESSENTIAL QUESTION(S)

- What can illustrations tell me about the story?
- What can illustrations tell me about story elements?

LEARNING PROGRESSIONS

Grade: K

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).

Grade: 1st

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

Grade: 2nd

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

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Recognize story characters.
Recognize story setting.
Recognize story events.
Use story illustrations and details to identify characters.
Use story illustrations and details to identify setting.
Use story illustrations and details to identify events.

Use story illustrations and details to describe characters.
Use story illustrations and details to describe setting.
Use story illustrations and details to describe events.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR READING STANDARD RL.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.8

Not applicable to Literature.

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.9	Compare and contrast the adventures and experiences of characters in stories.		
ESSENTIAL QUESTION(S)	How can you compare and contrast characters in stories?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
	Grade: 1st	Compare and contrast the adventures and experiences of characters in stories.	
	Grade: 2nd	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify characters in a story. Identify similarities and differences of adventures and experiences of characters.	Compare/contrast details from stories about the experiences of characters.	

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ANCHOR READING STANDARDS

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

CRITICAL FOCUS

LEARNER OUTCOMES

With assistance, students are required to read prose and poetry at the text complexity for grade 1.

Prose is writing that is not poetry.

"The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade 'staircase' of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts."

"Students also acquire the habits of reading independently and closely, which are essential to their future success."

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR READING STANDARD RL.10

Read and comprehend complex literary and informational texts independently and proficiently.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.		
ESSENTIAL QUESTION(S)	What strategies do I use to become an independent reader?		
LEARNING PROGRESSIONS	Grade: K	Actively engage in group reading activities with purpose and understanding.	
	Grade: 1st	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
	Grade: 2nd	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify/understand key ideas and details with prompting and support. Identify/understand craft and structure with prompting and support.	Comprehend key ideas and details with prompting and support. Comprehend craft and structure with prompting and support.	

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARDS FOR
INFORMATIONAL TEXT
(RI)**

FIRST GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details

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 the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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

Integration of Knowledge and Ideas

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

ANCHOR READING STANDARDS

Key Ideas and Details

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 the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together.

Use questions and prompts such as:

- Think about what you read and create your own question about an important idea in this text.
- What is the main idea of this text?
- Can you find one of the important ideas in this text? Can you find another important idea?
- Can you tell me how these two events are linked together? (cause/effect, time order)

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR READING STANDARD RI.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 the text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.1	Ask and answer questions about key details in a text.		
ESSENTIAL QUESTION(S)	How can asking and answering questions help me understand the text?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, ask and answer questions about key details in a text.	
	Grade: 1st	Ask and answer questions about key details in a text.	
	Grade: 2nd	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key details in an informational text. Ask questions about the key details in an information text. Answer questions about the key details in an informational text.	Comprehend key ideas and details with prompting and support. Comprehend craft and structure with prompting and support.	

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**ANCHOR
READING
STANDARD
RI.2**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.2	Identify the main topic and retell key details of a text.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">• Why is identifying the main topic from the text important?• How do readers retell informational text?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, identify the main topic and retell key details of a text.	
	Grade: 1st	Identify the main topic and retell key details of a text.	
	Grade: 2nd	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
DOK Range Target for Instruction & Assessment	<div><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</div>		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify the main topic of a text. Retell key details of a text. Identify the key details of a text.		

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**ANCHOR
READING
STANDARD
RI.3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">• How can making connections help understand informational text?• How do you describe the connection between two events?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
	Grade: 1st	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
	Grade: 2nd	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key details in an informational text. Associate details with an individual, event or idea.	Describe the connection / relationship between the details within an informational text. Describe the connection between 2 pieces of information.	

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ANCHOR READING STANDARDS

Craft and Structure

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

CRITICAL FOCUS

LEARNER OUTCOMES

First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell the difference between what information can be gained by examining the pictures and what can be gained from examining the words.

Use questions and prompts such as:

- What features in the text help you find important information?
- How do the headings help you understand the text?
- What does the table of contents help you to know?
- Can you tell me what is different about what the picture shows and what the words say about...?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">• Why is it important for readers to identify words they do not know? (same as K.RL.4)• What strategies do readers use to determine unknown words?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, ask and answer questions about unknown words in a text.	
	Grade: 1st	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
	Grade: 2nd	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify unknown words or words needing clarification.	Ask questions to determine meaning of words and phrases. Describe the meaning of words and phrases.	

INFORMATIONAL TEXT

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.5

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.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.

ESSENTIAL QUESTION(S)

Identify the front cover, back cover, and title page of a book.

LEARNING PROGRESSIONS

Grade: K

Identify the front cover, back cover, and title page of a book.

Grade: 1st

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.

Grade: 2nd

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Determine how to use different text features.
Identify key facts or information in a text.
Use various text features to locate key facts or information in a text.

INFORMATIONAL TEXT

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.6

Assess how point of view or purpose shapes the content and style of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.6

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

ESSENTIAL QUESTION(S)

How do images and words provide information?

LEARNING PROGRESSIONS

Grade: K

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Grade: 1st

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Grade: 2nd

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify pictures, illustrations, and words.
Identify information from pictures, illustrations, and words.
Identify whether information is provided in pictures/illustrations and by the words.

Identify similarities and differences between information provided by pictures, illustrations, or words.

INFORMATIONAL TEXT

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
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- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**ANCHOR
READING
STANDARDS**

Integration of Knowledge and Ideas

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

Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

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.

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.

CRITICAL FOCUS

LEARNER OUTCOMES

Students will understand how illustrations help explain the text. At this level, students should also develop the ability to recognize the author’s reasoning by finding support within the text. Students will look for similarities and differences in two texts that share the same main idea.

Use questions and prompts such as:

- Can you tell how the author uses this chart to help you understand?
- What does this chart add to your thinking about what you read?
- Can you find the reason why the author thinks that...? Can you find the reason why the author believes...?
- Look at these two texts about the same topic. How are they the same? How are they different?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

**ANCHOR
READING
STANDARD
RI.7**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.7

Use the illustrations and details in a text to describe its key ideas.

**ESSENTIAL
QUESTION(S)**

How can illustrations help me understand information?

**LEARNING
PROGRESSIONS**

Grade: K

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).

Grade: 1st

Use the illustrations and details in a text to describe its key ideas.

Grade: 2nd

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify details and illustrations in a text.
Identify key ideas in a text.
Know how to describe ideas.

Discern key ideas in a text.
Describe key ideas in a text, using reference to illustrations and details.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR READING STANDARD RI.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.8	Identify the reasons an author gives to support points in a text.		
ESSENTIAL QUESTION(S)	How does an author support what he says in the text?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, identify the reasons an author gives to support points in a text.	
	Grade: 1st	Identify the reasons an author gives to support points in a text.	
	Grade: 2nd	Describe how reasons support specific points the author makes in a text.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify the reasons an author gives to support arguments or facts.	Discern details which support (serve as evidence) as compared to details and which do not.	

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

**ANCHOR
READING
STANDARD
RI.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
ESSENTIAL QUESTION(S)	How can two texts be the same or different?		
LEARNING PROGRESSIONS	Grade: K	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
	Grade: 1st	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	
	Grade: 2nd	Compare and contrast the most important points presented by two texts on the same topic.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify comparable points between two texts on the same topic. Identify basic similarities between two texts on the same topic. Identify differences between two texts on the same topic.		

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

ANCHOR READING STANDARDS

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

CRITICAL FOCUS

LEARNER OUTCOMES

With assistance, students are required to read informational text at the appropriate complexity for grade 1.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.10

Read and comprehend complex literary and informational texts independently and proficiently.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RI.10

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

ESSENTIAL QUESTION(S)

What strategies do I use to become an independent reader?

LEARNING PROGRESSIONS

Grade: K

Actively engage in group reading activities with purpose and understanding.

Grade: 1st

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

Grade: 2nd

By the end of the 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.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify key ideas and details.
Identify craft and structure.

Comprehend key ideas, themes,
and details independently.
Comprehend craft and structure
independently.

Demonstrate comprehension.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
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LITERACY DOMAIN: READING

**READING
FOUNDATIONAL
SKILLS
(RF)**

FIRST GRADE

ENGLISH LANGUAGE ARTS

Reading Standards: Foundational Skills (K-5)

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.

Print Concepts (K-1)

Phonological awareness (K-1)

Phonics and Word recognition (K-5)

Fluency (K-5)

ENGLISH LANGUAGE ARTS

READING FOUNDATIONAL SKILLS

Reading Foundational Skills

Print Concepts

CRITICAL FOCUS

LEARNER OUTCOMES

Students build on concepts of print skills mastered in kindergarten and build towards recognizing the distinguishing features of sentences (e.g., first word, capitalization, punctuation).

Use questions and prompts such as:

- Show me the first word of the sentence.
- Where does the period (question mark, etc) go?
- Show me the capital letter.
- How does a sentence begin?
- What goes at the end of a sentence?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

**READING
FOUNDATIONAL
SKILL
RF.1**

Demonstrate understanding of the organization and basic features of print.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RF.1

Demonstrate understanding of the organization and basic features of print.

**ESSENTIAL
QUESTION(S)**

How do sentences help me read?

**LEARNING
PROGRESSIONS**

Grade: K

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.

Grade: 1st

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).

Grade: 2nd

This standard is only taught in Kindergarten and First Grade.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify features of a sentence.

Use the distinguishing features of a sentence.

KEY STRATEGIES

- Identify the front cover, back cover, and title page of a book.
- Follow words from left to right and from top to bottom on the printed page.
- Understand that printed materials provide information.
- Recognize that sentences in print are made up of separate words.
- Distinguish letters from words.
- Recognize and name all uppercase and lowercase letters of the alphabet.

ENGLISH LANGUAGE ARTS

READING FOUNDATIONAL SKILLS

Reading Foundational Skills

Phonological Awareness

CRITICAL FOCUS

LEARNER OUTCOMES

Students will develop an awareness of the sound structure of spoken words in order to detect and manipulate sounds at three levels of sound structure: 1) syllables, 2) onsets and rimes, and 3) phonemes.

Phonological awareness is one component of a larger phonological processing system used for speaking and listening.

Use questions and prompts such as:

- Does this word have a long or short vowel sound?
- Say each sound you hear in this word slowly.
- What do you hear at the beginning of this word? What do you hear next? At the end?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

**READING
FOUNDATIONAL
SKILLS
RF.2**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RF.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**ESSENTIAL
QUESTION(S)**

How are words made up of sounds?

**LEARNING
PROGRESSIONS**

Grade: K

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 CVC's ending with /l/, /h/, or /x/.)
- d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Grade: 1st

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) in spoken-syllable words
- 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).

Grade: 2nd

This standard is only taught in Kindergarten and First Grade.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

**SUBSTANDARD
DECONSTRUCTION**

1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Recognize long vowel sounds.
Recognize short vowel sounds.

Distinguish between long and short vowels in single-syllable words.

**SUBSTANDARD
DECONSTRUCTION**

1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Recognize single-syllable words phonemes.
Recognize consonant blends.

Produce single-syllable words by blending sounds (phonemes).
Produce single-syllable words by consonant blends.

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION			
1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Isolate initial, medial, and final sounds in single-syllable words.	Pronounce initial sounds in single-syllable words. Pronounce medial sounds in single-syllable words. Pronounce final sounds in single-syllable words.

SUBSTANDARD DECONSTRUCTION			
1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Segment spoken single-syllable words into their complete sequence of individual sounds.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

READING FOUNDATIONAL SKILLS

Reading Foundational Skills

Phonics and Word Recognition

CRITICAL FOCUS

LEARNER OUTCOMES

Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development.

Use questions and prompts such as::

- Does that sound right?
- Does that look right?
- Does that make sense?
- Look at the word, does it look like...?
- You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word?
- Can you clap the syllables in this word?
- What does this final e tell you about this word?
- Look at the beginning of that word, can you get it started?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

ENGLISH LANGUAGE ARTS

READING FOUNDATIONAL SKILL RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RF.3

Know and apply grade-level phonics and word analysis skills in decoding words.

ESSENTIAL QUESTION(S)

- How can sounds help me understand a word?
- How can recognizing grade level words help me be a better reader?

LEARNING PROGRESSIONS

Grade: K

Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for 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, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Grade: 1st

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.

Grade: 2nd

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

DOK Range Target for Instruction & Assessment

☒ 1 ☐ 2 ☐ 3 ☐ 4

FOUNDATIONAL SKILLS

SUBSTANDARD DECONSTRUCTION

1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Recognize common consonant digraphs.
Know the sound produced by that consonant digraph.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

SUBSTANDARD DECONSTRUCTION			
1.RF.3b Decode regularly spelled one-syllable words.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Decode regularly spelled one-syllable words.		
SUBSTANDARD DECONSTRUCTION			
1.RF.3c Know final -e and common vowel team conventions for representing long vowel sounds.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know the rules for final -e and vowel teams that form long vowel sounds.		
SUBSTANDARD DECONSTRUCTION			
1.RF.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know that words have syllables. Identify that each syllable contains a vowel. Identify the number of syllables in printed words.		
SUBSTANDARD DECONSTRUCTION			
1.RF.3e Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Determine the syllable parts of a two-syllable word. Know basic patterns to break words into syllables. Read two-syllable words by using decoding and/or syllabication skills.		
SUBSTANDARD DECONSTRUCTION			
1.RL.3f Read words with inflectional endings.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize words with inflectional endings.	Distinguish between inflectional endings and words that may contain those same letters as common inflectional endings.	Read words with inflectional endings.

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION

1.RF.3g Recognize and read grade-appropriate irregularly spelled words..

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Recognize grade-appropriate
irregularly spelled words.

Distinguish between words with
spelling patterns and irregularly
spelled words.

Read irregularly spelled sight
words appropriate to grade level.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text
- Encourage sharing their strategy by saying: "Can you find the part of the word which was difficult for you to read? How did you figure it out?"
- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?
- Acquire decoding skills using context
- Match all consonant and short-vowel sounds to appropriate letters.
- Read one-syllable and high-frequency words.
- Understand that as letters of words change, so do the sounds.
- Identify and sort common words in basic categories.
- Describe common objects and events in both general and specific language

READING FOUNDATIONAL SKILLS

Reading Foundational Skills

Fluency

CRITICAL FOCUS

LEARNER OUTCOMES

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.

Use questions and prompts such as:

- Make your reading sound like the characters are talking.
- Make your voice sound like the words are together.
- Make your voice go up when you see the question mark at the end.
- Make your voice go down when you see the period at the end.
- Go back and reread when it doesn't sound or look like you think it should.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

ENGLISH LANGUAGE ARTS

READING FOUNDATIONAL SKILL RF.4

Read with sufficient accuracy and fluency to support comprehension.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.RF.4	Read with sufficient accuracy and fluency to support comprehension.	
ESSENTIAL QUESTION(S)	Why is it important to read with purpose? How do I read for understanding? Why is reading with expression important?	
LEARNING PROGRESSIONS	Grade: K	Read emergent-reader-texts with purpose and understanding.
	Grade: 1st	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Grade: 2nd	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	

FOUNDATIONAL SKILLS

SUBSTANDARD DECONSTRUCTION	1.RF.4a Read on-level text with purpose and understanding.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify and understand foundational reading skills. Identify textual purpose with understanding.	Apply foundational reading skills. Determine the purpose for reading on-level text.	

SUBSTANDARD DECONSTRUCTION	1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify oral reading with accuracy, appropriate rate, and expression on successive readings.	Apply reading strategies for accuracy, rate, and expression.	Read on-level text fluently and accurately. Read at the appropriate rate. Read with expression.

SUBSTANDARD DECONSTRUCTION

1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify rereading as a strategy when confirming or self-correcting words.

Understand how context can help to confirm or self-correct word recognition.

Confirm or self-correct word recognition.

Confirm or self-correct word understanding.

KEY STRATEGIES

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers' theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

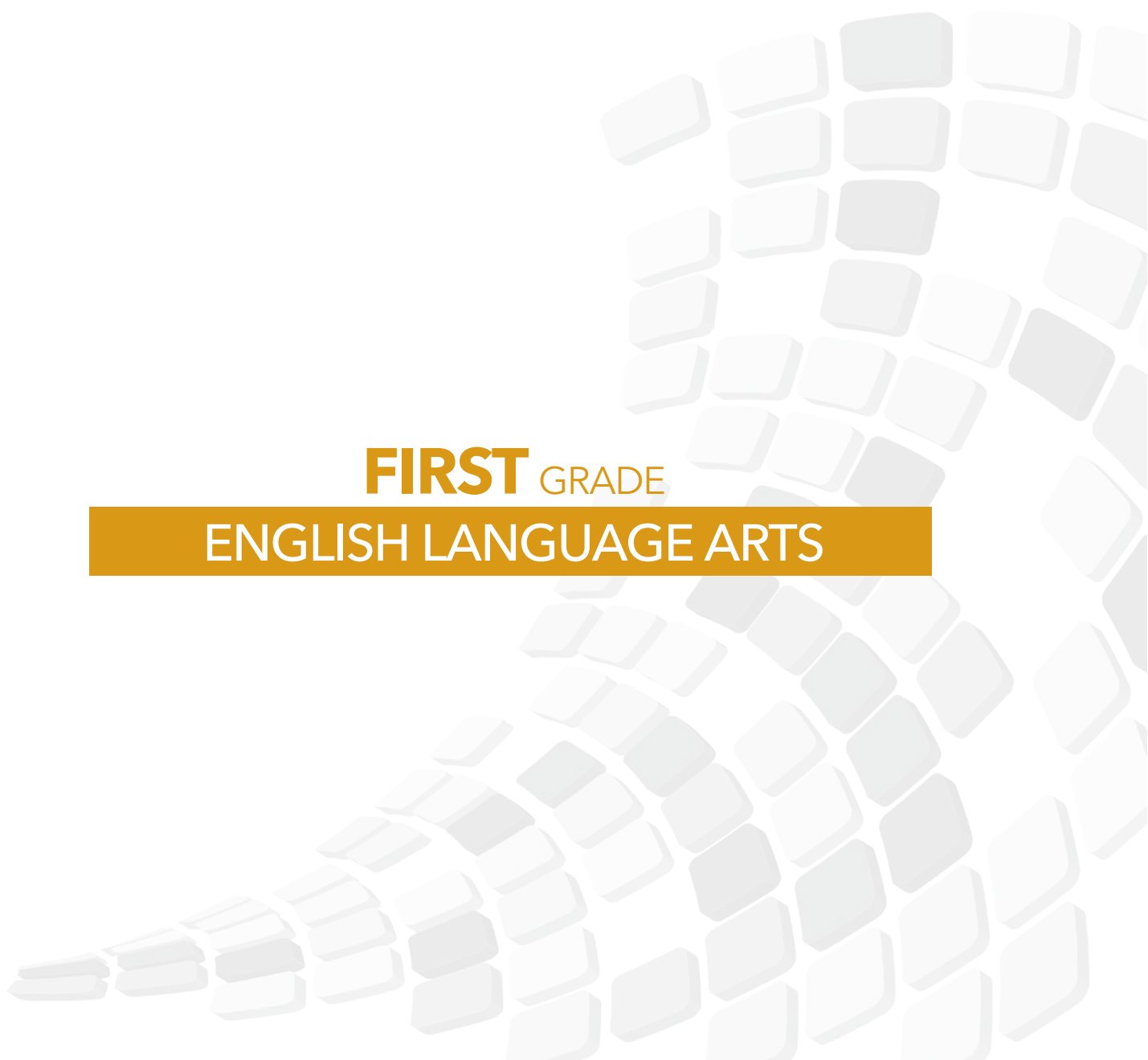
- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

LITERACY DOMAIN: WRITING

**WRITING ANCHOR
STANDARDS
(W)**

FIRST GRADE

ENGLISH LANGUAGE ARTS



College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

**Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

ANCHOR WRITING STANDARDS

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

CRITICAL FOCUS

LEARNER OUTCOMES

First grade students should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply a reason for their thinking. In doing so, students need multiple opportunities to express opinions and develop writing behaviors.

Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice-making throughout ELA.

- For example, in this grade students are expected to be able to select a reason that supports their opinion and be able to share their thinking.

First grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader..

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

**ANCHOR
WRITING
STANDARD
W.1**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">How do writers express an opinion?How can I use reasons to support my opinion?		
LEARNING PROGRESSIONS	Grade: K	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., My favorite book is...)	
	Grade: 1st	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.	
	Grade: 2nd	Write opinion pieces in which they introduce the topic or book they are writing about, state and 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.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify a topic or the name of a book about which to write. Recognize and define opinion. Recognize and define closure.	Formulate an opinion of a book or topic and provide a reason for that opinion. Provide a sense of closure for an opinion piece.	Write an opinion piece that introduces the topic or book. Write an opinion piece, stating an opinion. Write an opinion piece, supplying a reason for the opinion. Write an opinion piece, proving a sense of closure.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
ESSENTIAL QUESTION(S)	How can I use facts to write an informational piece?		
LEARNING PROGRESSIONS	Grade: K	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.	
	Grade: 1st	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	
	Grade: 2nd	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify an informative/explanatory text. Select a topic for an informative/explanatory writing.	Determine supporting facts about a topic. Determine an appropriate closure.	Write an informative/explanatory text, naming a topic. Write an informative/explanatory text, supplying facts. Write an informative/explanatory text, providing a sense of closure.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR WRITING STANDARD W.3

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.3

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

ESSENTIAL QUESTION(S)

How can I include details to express an event in order?

LEARNING PROGRESSIONS

Grade: K

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.

Grade: 1st

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.

Grade: 2nd

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

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Choose an experience in which to write.
Identify two or more events of the experience and sequence appropriately.
Identify transitional words.
Identify details, transitions, closure, final thoughts.

Choose relevant details that correspond to a chosen event.
Reflect on identified event.
Apply appropriate transitional words in order to signal change of events in narrative.
Create relevant and elaborate details to support events of narrative writing.

Write a narrative, recounting two or more events and including supporting details.
Write a narrative, recounting two or more events and including transitional words.
Write a narrative, recounting two or more events and including a sense of closure.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARDS

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CRITICAL FOCUS

LEARNER OUTCOMES

With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).

With assistance, students will use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media..

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR WRITING STANDARD W.4

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.4

(Begins in grade 3.)

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.5

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.				
ESSENTIAL QUESTION(S)	How can answering questions from others help improve my writing?				
LEARNING PROGRESSIONS	Grade: K	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.			
	Grade: 1st	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.			
	Grade: 2nd	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.			
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4				
Learning Expectations:	Know: Concepts/Skills	Think		Do	
Students should be able to:	Recognize how to focus on a topic. Recognize how to respond to questions and suggestions from peers. Recognize how to add details to strengthen writing.	Develop writing by focusing on a topic. Develop writing by responding to questions and suggestions from peers. Develop writing by adding details to strengthen writing.			

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

**ANCHOR
WRITING
STANDARD
W.6**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.6

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

**ESSENTIAL
QUESTION(S)**

How can technology be used as a tool to write, publish, and/or collaborate?

**LEARNING
PROGRESSIONS**

Grade: K

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Grade: 1st

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

Grade: 2nd

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

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Use basic digital tool skills.

Select the appropriate digital tools for producing and publishing writing.

Use technology to produce and publish writing individually and with peers.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARDS

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CRITICAL FOCUS

LEARNER OUTCOMES

First grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.

At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes. Students do this work with prompting and support.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR WRITING STANDARD W.7

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		
ESSENTIAL QUESTION(S)	How can I contribute to a shared research project?		
LEARNING PROGRESSIONS	Grade: K	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
	Grade: 1st	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).	
	Grade: 2nd	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).	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Conduct shared research using various sources and tools. Explore the format of a variety of texts.	Determine appropriate sources and tools to conduct shared research. Distinguish the format of a variety of texts. Participate in shared research and writing projects.	Write a research or investigative piece.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
ESSENTIAL QUESTION(S)	How can I gather information to answer a question?		
LEARNING PROGRESSIONS	Grade: K	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	Grade: 1st	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	Grade: 2nd	Recall information from experiences or gather information from provided sources to answer a question.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify a personal experience. Identify a source of information.	Gather information from more than one source to answer a question. Answer a question using information from experience. Answer a question using information from provided multiple sources.	

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR WRITING STANDARD W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.9

(Begins in grade 4.)

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.W.10

(Begins in grade 3.)

LITERACY DOMAIN: SPEAKING AND LISTENING

ANCHOR SPEAKING AND LISTENING STANDARDS (SL)

FIRST GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ANCHOR SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

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.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CRITICAL FOCUS

LEARNER OUTCOMES

Students in grade one will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observe. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats.

First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.

BIG IDEA

- A good communicator is able to express ideas effectively and listen actively

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR SPEAKING AND LISTENING STANDARD SL.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.SL.1

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

ESSENTIAL QUESTION(S)

- When is an appropriate time to ask or answer questions?
- How can I add to a conversation?

LEARNING PROGRESSIONS

Grade: K

Participate in collaborative conversations with diverse partners about grade 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.

Grade: 1st

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.

Grade: 2nd

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.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

SUBSTANDARD DECONSTRUCTION			
1.SL.1a 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).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify agreed-upon rules for discussion. Recognize how others listen.	Determine if agreed-upon discussion rules are being followed.	Follow agreed-upon rules for discussion.

SUBSTANDARD DECONSTRUCTION			
1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize how others ask questions on topic. Recognize how others move conversations along.	Determine comments and questions appropriate to the topic of discussion.	Listen while others are speaking. Respond to comments to continue conversations with peers and adults.

SUBSTANDARD DECONSTRUCTION			
1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Ask questions to better understand topic and texts.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR SPEAKING AND LISTENING STANDARD SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.SL.2

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

ESSENTIAL QUESTION(S)

How can asking and answering questions support understanding?

LEARNING PROGRESSIONS

Grade: K

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.

Grade: 1st

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

Grade: 2nd

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Ask questions about key details from a text read aloud.
Ask questions about key details from information presented orally.
Ask questions about key details through other media.

Formulate a question based on key details.

Answer questions about key details from a text read aloud.
Answer questions about key details from information presented orally.
Answer questions about key details through other media.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

**ANCHOR
SPEAKING AND
LISTENING
STANDARD
SL.3**

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.SL.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
ESSENTIAL QUESTION(S)	What kinds of questions should I ask during a presentation to increase my understanding?		
LEARNING PROGRESSIONS	Grade: K	Ask and answer questions in order to seek help, get information, or clarify something that is not understood	
	Grade: 1st	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
	Grade: 2nd	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.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify questions and answers. Recognize that asking and answering questions is a strategy for getting more information from a speaker. Recognize that asking and answering questions is a strategy for clarifying something that is not understood.	Determine when additional information/clarification is needed. Formulate questions and answers to gather additional information. Formulate questions and answers to clarify what is not understood about what a speaker says.	Ask and answer questions about what a speaker says in order to gather additional information. Ask and answer questions about what a speaker says in order to clarify something that is not understood.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ANCHOR SPEAKING AND LISTENING STANDARDS

Presentation of Knowledge and Ideas

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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CRITICAL FOCUS

LEARNER OUTCOMES

First grade students should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays.

Students will need to engage in behaviors (turn and talk, small group discussion, and listening and speaking learning centers) that lead to the expression of complete ideas both verbally and in writing. Students will also need a purposeful focus throughout ELA on choice-making.

- For example, first grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences when appropriate to the audience.

BIG IDEA

- A good communicator is able to express ideas effectively and listen actively

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

**ANCHOR
SPEAKING AND
LISTENING
STANDARD
SL.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
ESSENTIAL QUESTION(S)	Why is it important to describe people, places, things, and events with details?		
LEARNING PROGRESSIONS	Grade: K	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
	Grade: 1st	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
	Grade: 2nd	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify people, places, things, and events. Identify ideas, details, and feelings.	Determine relevant, details describing people, places, things and events.	Orally perform a clear presentation that describes people, places, things and events with relevant details.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

ANCHOR SPEAKING AND LISTENING STANDARD SL.5

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
ESSENTIAL QUESTION(S)	How can visuals enhance a presentation?		
LEARNING PROGRESSIONS	Grade: K	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
	Grade: 1st	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thought, and feelings.	
	Grade: 2nd	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recountals of experiences when appropriate to clarify ideas, thoughts, and feelings.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know ideas, thoughts, and feelings. Understand how to clarify.	Determine which ideas, thoughts, and feelings need clarification. Determine when to add drawings or displays to descriptions to clarify. Add drawings/visual displays to clarify ideas, thoughts, and feelings.	

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme , stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

**ANCHOR
SPEAKING AND
LISTENING
STANDARD
SL.6**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.SL.6	Produce complete sentences when appropriate to task and situation.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">• How can I express my ideas clearly?• Why do I need to speak in complete sentences?		
LEARNING PROGRESSIONS	Grade: K	Speak audibly and express thoughts, feelings, and ideas clearly.	
	Grade: 1st	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	
	Grade: 2nd	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 for specific expectations.)	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify complete sentences in writing and when spoken. Identify task and situation.	Differentiate when a situation calls for speaking in complete sentences.	Speak in complete sentences when appropriate to task and situation.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Note taking both to deliver oral presentations and to listen to oral presentations
- Use audience feedback tools and protocols
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

LITERACY DOMAIN: LANGUAGE

LANGUAGE ANCHOR STANDARDS (L)

FIRST GRADE

ENGLISH LANGUAGE ARTS

College and Career Ready Language Anchor Standards

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

Vocabulary Acquisition and Use

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

ANCHOR LANGUAGE STANDARDS

Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CRITICAL FOCUS

LEARNER OUTCOMES

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.

At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.

BIG IDEA

- The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

**ANCHOR
LANGUAGE
STANDARD
L.1**

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

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.L.1

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

**ESSENTIAL
QUESTION(S)**

Why is grammar important when speaking or writing?

**LEARNING
PROGRESSIONS**

Grade: K

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

- a. Print many upper- and lowercase letters
- 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.

Grade: 1st

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

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Grade: 2nd

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

- a. Use collective nouns (e.g. group)
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified
- f. 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).

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

ENGLISH LANGUAGE ARTS

SUBSTANDARD DECONSTRUCTION	1.L.1a Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize all upper- and lowercase letters.	Print all upper- and lowercase letters.	
SUBSTANDARD DECONSTRUCTION	1.L.1b Use common, proper, and possessive nouns.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize common, proper and possessive nouns in speaking.		Use common, proper, and possessive nouns.
SUBSTANDARD DECONSTRUCTION	1.L.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize that nouns and verbs match in sentences.		Use singular and plural nouns with matching verbs in basic sentences.
SUBSTANDARD DECONSTRUCTION	1.L.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize personal, possessive, and indefinite pronouns.		Use personal, possessive, and indefinite pronouns.
SUBSTANDARD DECONSTRUCTION	1.L.1e 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).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize personal, possessive, and indefinite pronouns.		Use personal, possessive, and indefinite pronouns.
SUBSTANDARD DECONSTRUCTION	1.L.1f Use frequently occurring adjectives.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize frequently occurring adjectives.		Use frequently occurring adjectives.
SUBSTANDARD DECONSTRUCTION	1.L.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize conjunction.		Use frequently occurring conjunctions.

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

SUBSTANDARD DECONSTRUCTION			
1.L.1h Use determiners (e.g., articles, demonstratives).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize determiners.		Use frequently occurring determiners.

SUBSTANDARD DECONSTRUCTION			
1.L.1i Use frequently occurring prepositions (e.g., during, beyond, toward).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know common prepositions.		Use frequently occurring adjectives, conjunctions, determiners, and prepositions.

SUBSTANDARD DECONSTRUCTION			
1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize sentence types: complete simple, compound, declarative, interrogative, imperative, and exclamatory.	Demonstrate command of the conventions of standard English grammar and usage when writing to expand complete, simple compound, declarative, interrogative, imperative, and exclamatory sentences.	Produce and expand complete, simple, compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Strand and Strand Text: Language.

ENGLISH LANGUAGE ARTS

ANCHOR LANGUAGE STANDARD L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ESSENTIAL QUESTION(S)

- Why are conventions important when writing?
- How does using appropriate capitalization, punctuation, and spelling help my writing?

LEARNING PROGRESSIONS

Grade: K

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Grade: 1st

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Grade: 2nd

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

DOK Range Target
for Instruction &
Assessment

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SUBSTANDARD DECONSTRUCTION

1.L.2a Capitalize dates and names of people.

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should
be able to:

Distinguish between dates and other word/number combinations.

Distinguish between names of people and other words.

Capitalize dates and names of people.

SUBSTANDARD DECONSTRUCTION			
1.L.2b Use end punctuation for sentences.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Differentiate between the use of periods, exclamation marks, and question marks. Use end punctuation for sentences.		
SUBSTANDARD DECONSTRUCTION			
1.L.2c Use commas in dates and to separate single words in a series.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Use commas in dates and to separate single words in a series.		
SUBSTANDARD DECONSTRUCTION			
1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know conventional spelling of common spelling patterns. Use conventional spelling when writing words with common spelling patterns and frequently occurring irregularly spelled words.		
SUBSTANDARD DECONSTRUCTION			
1.L.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Use phonemic awareness and spelling conventions, to spell untaught words phonetically.		

KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context
- Strand and Strand Text: Language.

**ANCHOR
LANGUAGE
STANDARD**

Knowledge of Language

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.

CRITICAL FOCUS

**LEARNER
OUTCOMES**

(Begins in Grade 2.)

ENGLISH LANGUAGE ARTS

ANCHOR LANGUAGE STANDARD L.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

L.CCR.3

(Begins in grade 2)

LANGUAGE

ANCHOR LANGUAGE STANDARDS

Vocabulary Acquisition and Use

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

CRITICAL FOCUS

LEARNER OUTCOMES

As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.

The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.

BIG IDEA

- The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

alphabetical order, alphabetize, analyze, author, base word, blends, bold print, capitalization, character, communicate, compare, compound word, conclusion, conduct, conflict/problem, consonant, construct, contraction, contrast, create, demonstrate, design, diagraphs, directions, evaluate, event, examine, exclamation mark, expository text, fairytale, fantasy, fiction, fluency, formulate, genre, heading, high frequency word, identify, infer, inference, interpret, investigate, locate, long vowel, lower case, non-fiction, noun, observe, onset, organize, participate, perform, period, phoneme, plan, plot plurals, predict, prefix, problem, punctuation, question, question mark, realistic, recognize, record, relate, rhyme, rhyming, rhythm, rime, sentence, sequence, short bowel, sight word, singular, solution, sort, steps/sequence, suffix, syllable, table of contents, title, topic, trait/ characteristics, upper case, verb, vowel, vowel team

ENGLISH LANGUAGE ARTS

ANCHOR LANGUAGE STANDARD L.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

1.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

ESSENTIAL QUESTION(S)

What strategies can help me determine the meaning of unknown words?

LEARNING PROGRESSIONS

Grade: K

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- 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.

Grade: 1st

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Grade: 2nd

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

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

DOK Range Target
for Instruction &
Assessment

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SUBSTANDARD DECONSTRUCTION

1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase..

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should
be able to:

Understand that some words and phrases have multiple meanings
Identify an array of strategies for determining meanings of unknown words and phrases.

Apply sentence-level context clues to determine or clarify meaning of an unknown word or phrase.
Choose and apply an array of strategies to determine the meaning or clarify unknown words.

LANGUAGE

SUBSTANDARD DECONSTRUCTION			
1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify meaning of common grade appropriate affixes.	Apply frequently occurring affixes as a clue to determine or clarify meaning of an unknown word or phrase	

SUBSTANDARD DECONSTRUCTION			
1.L.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify common root words.	Apply frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) to determine or clarify meaning of an unknown word or phrase	

KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

ENGLISH LANGUAGE ARTS

ANCHOR LANGUAGE STANDARD L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

LANGUAGE

1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.							
ESSENTIAL QUESTION(S)	How do I recognize word patterns?							
LEARNING PROGRESSIONS	Grade: K	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.						
	Grade: 1st	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; and a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings..						
	Grade: 2nd	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).						
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4

SUBSTANDARD DECONSTRUCTION	1.L.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Categorize pictures/words by multiple attributes.		

FIRST GRADE

LEXILE GRADE LEVEL BAND: 190L – 530L

SUBSTANDARD DECONSTRUCTION			
1.L.5b 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).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Define pictures/words by multiple attributes.		
SUBSTANDARD DECONSTRUCTION			
1.L.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify real-life connections between words and their uses.		
SUBSTANDARD DECONSTRUCTION			
1.L.5d 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.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Distinguish shades of meaning among similar verbs. Distinguish adjectives differing in intensity by defining or choosing them.	Act out the meanings of similar verbs.

KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

ENGLISH LANGUAGE ARTS

ANCHOR LANGUAGE STANDARD L.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.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

LANGUAGE

1.L.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).

ESSENTIAL QUESTION(S)

- What strategies will I use to learn and use words?
- How do I use new words I learn in my language?

LEARNING PROGRESSIONS

Grade: K

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade: 1st

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).

Grade: 2nd

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).

**DOK Range Target
for Instruction &
Assessment**

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Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Acquire words and phrases through conversations, reading, being read to, and responding to texts.

Identify and use frequently occurring conjunctions to signal simple relationships.

Distinguish between words and phrases acquired through conversations, reading, being read to, and responding to texts.

Demonstrate the ability to frequently use words and phrases, including conjunctions, acquired through conversations, reading, being read to, and responding to texts.

KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- Applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- Teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- Organize words into categories
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary Notebooks
- Seeking meaning of unknown vocabulary
- Making and revising predictions
- Direct instruction and modeling of appropriate grammar
- Assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

APPENDIX

FIRST GRADE

ENGLISH LANGUAGE ARTS

Appendix

Writing

Definitions of the standards' three text types.

The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

“Argument” and “Persuasion”

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C of the Common Core State Standards documents.



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