

## USER GUIDE FOR CCSS-ALIGNMENT DOCUMENTS

This document is a synopsis of the school year. Its purpose is to assist teachers in their long-range planning.

### UNIT OVERVIEW

For  
**GRADE 1**

	Unit of Study 1	Unit of Study 2	Unit of Study 3	Unit of Study 4	Unit of Study 5
<b>Title</b>	Building Reading Habits	Growing Ideas about Stories	Reading and Writing with Purpose	Digging Deeper	Detail Making Top Inter
<b>Pacing</b>	25-30 Days	25-30 Days	25-30 Days	25-30 Days	25-30 Days
<b>Alignment with Quarter</b>	Quarter 1		Quarter 2	Quarter 3	
<b>CCSS Reading Standards</b>			RL.1.2 RL.1.4 RL.1.5 RL.1.7	RL.1.3 RL.1.5 RL.1.9	
<b>Writing Focus</b>		Opinion Writing	Strengthen Narrative	Narrative	Opinion Writing
<b>Benchmark Assessments</b>			X		X
	Concepts of Print Letter ID	Concepts of Print Letter ID	Concepts of Print Letter ID		Concepts of Print Letter ID

The title of each unit reflects the unit's focus and content.

The standard is written in full in the CCSS Alignment Document

Benchmark assessments are administered twice a year. Other assessments are administered as needed.

This document provides the sequence of the standards for the school year. The "X" indicates the unit(s) in which the standard is a priority.

### CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY GRADE 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Details to comprehend literature</b>		X			X	
asks questions about key details in a text.					X	
<b>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>	X		X		X	
<b>RL.1.3. Describe characters, settings, and major events in a story, using key details.</b>	X			X		X
<b>Recognizes and applies the craft and structure of literature for meaning</b>	Unit 1	Unit 2	Unit 3			
<b>RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>			X			
<b>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b>			X			
<b>RL.1.6. Identify who is telling the story at various points in a text.</b>						
<b>Extends knowledge and ideas of various types of literature</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.</b>	X	X	X			
<b>RL.1.8 N/A</b>						
<b>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</b>				X	X	X
<b>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>	X	X	X	X	X	X
<b>READING/Informational</b>	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6

Report card cluster statements are highlighted in green.

Teachers can view the standards for each cluster "at a glance".

## USER GUIDE FOR CCSS-ALIGNMENT DOCUMENTS

UNIT OF STUDY GRADE 1 Reading/Language	
Grade	1
Unit of Study	Reading and Writing with Purpose
Unit Number	Unit of Study 3
Reading Level	F-G
Selecting Text for this Unit of Study	Choose a combination of fiction and informational text, including a sentimental story being shared, a factual piece of humor. Texts may be used across genres.
Pacing	30 Days
Desired Result	
Essential Questions	
<ol style="list-style-type: none"> <li>1. What are the reasons authors write stories?</li> <li>2. What clues do authors use to help us figure out their purpose?</li> <li>3. How can I express my opinion in writing?</li> </ol>	<ol style="list-style-type: none"> <li>1. Authors write stories for a reason: to entertain, to persuade or to inform.</li> <li>2. Readers use clues to help determine the author's purpose and to draw conclusions about what they read.</li> <li>3. We can write with power, our words can make readers change their thinking and actions. (i.e. writing to advocate for a cause)</li> </ol>
Summative Assessment Suggestions	
Benchmark Assessment System (reading level)	
Writing Sample with teacher-team developed rubric	
Academic Vocabulary	
Coming soon, being developed with resources from MCREL	
Common Core Standards and Learning Targets (Student Learning Outcomes)	
Priority Standards	Learning Targets/Outcomes
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>I can identify words or phrases in a text that relate to my senses and feelings.</li> </ul>
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>I can explain the differences between fiction and non-fiction texts.</li> </ul>

### Why organize content into "Units of Study"?

- Allows teachers to narrow the scope of their teaching. The units provide a consistent curriculum within a grade level and across the district.
- Gives teachers a "common language" thus making it easier to support one another.
- Prioritizes the standards into manageable time frames.

The "Essential Questions" and "Big Ideas" establish the goals for the unit.

### UNIT OF STUDY GRADE 1

Depth of Knowledge: Cognitive Considerations			
"Unwrapped" Concepts <i>Students Need to Know</i>		"Unwrapped" Skills <i>Students Need to Do</i>	
Fiction	Non-Fiction	CONSTRUCT convincing arguments	
Facts	Opinion	LIST topics that are important	
A cause	Conjunction	INVESTIGATE topics that are important	
Root Word	Research	EXPLAIN your opinion	
Project	Audience	DECIDE the purpose for your writing	
Purpose	Supporting reasons		
Convince			
CONTENT			
Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
Author's Purpose	Phonemic Awareness: Blend and segment phonemes	Persuasive Writing (Writes Source 132-141)	Proper Nouns
	Phonics:	Setting the purpose for writing	

This portion of the document focuses on the cognitive aspect of curriculum. Students need to be challenged to think deeply about reading and writing. Teachers use this section in conjunction with Bloom's Taxonomy or Webb's Depth of Knowledge to plan rigorous lesson.

The content from *Journeys*.

## UNIT OVERVIEW

### For GRADE 1

	Unit of Study 1	Unit of Study 2	Unit of Study 3	Unit of Study 4	Unit of Study 5	Unit of Study 6
<b>Title</b>	Building Reading Habits	Growing Ideas about Stories	Reading and Writing with Purpose	Digging Deeper	Details Make Topics Interesting	Researching Facts to Teach Others
<b>Pacing</b>	20-30 Days	25-30 Days	25-30 Days	25-30 Days	25-30 Days	25-30 Days
<b>Alignment with Quarter</b>	Quarter 1		Quarter 2	Quarter 3	Quarter 4	
<b>CCSS Reading Standards</b>			RL.1.2 RL.1.4 RL.1.5  RI.1.6 RI.1.7	RL.1.6 RL.1.9  RI.1.3 RI.1.4 RI.1.8		
<b>Writing Focus</b>	Narrative	Strengthen Narrative	Opinion Writing	Informative Explanatory	Opinion Writing	Narrative Writing
<b>Benchmark Assessments</b>			X			X
<b>Formative Assessments</b>	Concepts of Print  Letter ID  Words in Isolation  Informal Running Records  Hearing Sounds in Words  Writing Samples  Phonological Awareness	Concepts of Print  Letter ID  Words in Isolation  Informal Running Records  Hearing Sounds in Words  Writing Samples  Phonological Awareness	Concepts of Print  Letter ID  Words in Isolation  Informal Running Records  Hearing Sounds in Words  Writing Samples  Phonological Awareness	Concepts of Print  Letter ID  Words in Isolation  Informal Running Records  Hearing Sounds in Words  Writing Samples  Phonological Awareness	Concepts of Print  Letter ID  Words in Isolation  Informal Running Records  Hearing Sounds in Words  Writing Samples  Phonological Awareness	Concepts of Print  Letter ID  Words in Isolation  Informal Running Records  Hearing Sounds in Words  Writing Samples  Phonological Awareness

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 1**

<b>READING/Literature</b>						
<b>Uses key ideas and details to comprehend literature</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.1.1.</b> Ask and answer questions about key details in a text.		<b>X</b>			<b>X</b>	
<b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>X</b>		<b>X</b>		<b>x</b>	
<b>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details.	<b>X</b>			<b>X</b>		<b>X</b>
<b>Recognizes and applies the craft and structure of literature for meaning</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			<b>X</b>			<b>X</b>
<b>RL.1.5.</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.			<b>X</b>	<b>X</b>		
<b>RL.1.6.</b> Identify who is telling the story at various points in a text.						
<b>Extends knowledge and ideas of various types of literature</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>X</b>	<b>X</b>	<b>X</b>			
<b>RL.1.8 N/A</b>						
<b>RL.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.				<b>X</b>	<b>X</b>	<b>X</b>
<b>RL.1.10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>READING/Informational</b>						
<b>Uses key ideas and details to comprehend informational text</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.1.1.</b> Ask and answer questions about key details in a text.		<b>X</b>			<b>x</b>	
<b>RI.1.2.</b> Identify the main topic and retell key details of a text.	<b>X</b>			<b>X</b>		<b>x</b>
<b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.			<b>X</b>			
<b>Recognizes and applies the craft and structure of informational text for meaning</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		<b>X</b>		<b>X</b>		
<b>RI.1.5.</b> 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.		<b>X</b>	<b>X</b>		<b>X</b>	
<b>RI.1.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		<b>X</b>	<b>X</b>			<b>X</b>
<b>Extends knowledge and ideas of various informational text</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RI.1.7.</b> Use the illustrations and details in a text to describe its key ideas.		<b>X</b>	<b>X</b>			
<b>RI.1.8.</b> Identify the reasons an author gives to support points in a text.				<b>X</b>		
<b>RI.1.9.</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						<b>X</b>
<b>RI.1.10.</b> With prompting and support, read informational texts appropriately complex for grade 1.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 1**

<b>READING/Foundation Skills</b>						
<b>Applies phonics and word recognition strategies</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>RF.1.1 Demonstrate understanding of the organization and basic features of print.</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>						
a. Distinguish long from short vowel sounds in spoken single-syllable words.				<b>X</b>		
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>X</b>		<b>X</b>			
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>X</b>	<b>X</b>				
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>X</b>	<b>X</b>				
<b>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>						
a. Know the spelling-sound correspondences for common consonant digraphs.		<b>X</b>				
b. Decode regularly spelled one-syllable words.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
c. Know final -e and common vowel team conventions for representing long vowel sounds.			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.			<b>X</b>			
e. Decode two-syllable words following basic patterns by breaking the words into syllables.				<b>X</b>		
f. Read words with inflectional endings.			<b>X</b>			
g. Recognize and read grade-appropriate irregularly spelled words.						
<b>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</b>						
<b>Reads with fluency</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
a. Read on level text with purpose and understanding			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
b. Read on-level text orally with accuracy, appropriate rate and expression.			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
c. Use context to confirm or self-correct word recognition and rereading with necessary.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 1**

<b>LANGUAGE ARTS/Writing</b>						
<b>Produces multiple types of writing for various purposes</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.1.1.</b> 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.			<b>X</b>			
<b>W.1.2.</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				<b>X</b>		
<b>W.1.3.</b> 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.	<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>
<b>Produces and publishes writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.1.4.</b> (Begins in grade 3)						
<b>W.1.5.</b> 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.			<b>X</b>	<b>X</b>	<b>X</b>	
<b>W.1.6.</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.						<b>X</b>
<b>Uses research skills to write and present reports</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>W.1.7.</b> 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).			<b>X</b>			
<b>W.1.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>X</b>	<b>X</b>				
<b>W.1.9.</b> (Begins in grade 4)						
<b>W.1.10.</b> (Begins in grade 3)						
<b>LANGUAGE ARTS/Conventions and Spelling</b>						
<b>Uses conventions of standard English</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>L.1.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a) Print all upper- and lowercase letters.	<b>X</b>					
b) Use <b>common</b> , proper, and possessive nouns.		<b>X</b>				
c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).			<b>x</b>	<b>X</b>		
d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).					<b>X</b>	<b>X</b>
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).				<b>X</b>	<b>X</b>	<b>X</b>
f) Use frequently occurring adjectives.				<b>X</b>	<b>X</b>	<b>X</b>
g) Use frequently occurring conjunctions (e.g., and, but, or, so, because).			<b>X</b>			
h) Use determiners (e.g., articles, demonstratives).			<b>X</b>			
i) Use frequently occurring prepositions (e.g., during, beyond, toward).				<b>X</b>	<b>x</b>	<b>X</b>
j) <b>Produce and expand complete simple</b> and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		<b>X</b>				

**COMMON CORE STANDARDS ALIGNMENT WITH UNITS OF STUDY  
GRADE 1**

<b>LANGUAGE ARTS/Conventions and Spelling</b>						
<b>Uses spelling patterns and generalizations in writing</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>L.1.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
a) Capitalize dates and names of people.			X	X	X	X
b) Use end punctuation for sentences.	X	X				
c) Use commas in dates and to separate single words in a series.				X		
d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			X	X	X	X
e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	X	X	X			
<b>Acquires and uses new vocabulary</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>L.1.3.</b> (Begins in grade 2)						
<b>L.1.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.						
a) Use sentence-level context as a clue to the meaning of a word or phrase.			X			
b) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).				X	X	X
<b>L.1.5.</b> With guidance and support from adults, demonstrate understanding of figurative language, 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.		X				
b) Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		X				
c) Identify real-life connections between words and their use (e.g., note places at home that are cozy).	X					
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.					X	X
<b>L.1.6.</b> 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.			X			
<b>LANGUAGE ARTS/Speaking and Listening</b>						
<b>Presents knowledge and ideas in a variety of ways</b>	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
<b>SL.1.1.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	X	X				
<b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.				X	X	
<b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				X	X	
<b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		X				
<b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			X			
<b>SL.1.6.</b> Produce complete sentences when appropriate to task .		X	X	X	X	X

**UNIT OF STUDY  
GRADE 1**

<b>Reading/Language Arts</b>	
<b>Grade</b>	1
<b>Unit of Study</b>	Reading and Writing with Purpose
<b>Unit Number</b>	Unit of Study 3
<b>Reading Level</b>	F-G
<b>Selecting Text for this Unit of Study</b>	Choose a combination of fiction and informational texts that have clear author's purpose: a sentimental story being shared, a factual text with a message (i.e. position on air pollution) or a piece of humor. Texts may be used across reading and writing as mentor texts.
<b>Pacing</b>	30 Days
<b>Desired Results</b>	
<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What are the reasons authors write stories?</li> <li>2. What clues do authors use to help us figure out their purpose?</li> <li>3. How can I express my opinion in writing?</li> </ol>	<ol style="list-style-type: none"> <li>1. Authors write stories for a reason: to entertain, to persuade or to inform.</li> <li>2. Readers use clues to help determine the author's purpose and to draw conclusions about what they read.</li> <li>3. We can write with power, our words can make readers change their thinking and actions. <i>(i.e. writing to advocate for a cause)</i></li> </ol>
<b>Formative Assessment for Learning</b>	
Observation Running Records Writing Samples	
<b>Summative Assessment Suggestions</b>	
Benchmark Assessment System (reading level) Writing Sample with teacher-team developed rubric	
<b>Academic Vocabulary</b>	
<i>Coming soon, being developed with resources from MCREL</i>	
<b>Common Core Standards and Learning Targets (Student Learning Outcomes)</b>	
<b>Priority Standards</b>	<b>Learning Targets/Outcomes</b>
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>• I can identify words or phrases in a text that relate to my senses and feelings.</li> </ul>
<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<ul style="list-style-type: none"> <li>• I can explain the differences between fiction and non-fiction texts.</li> </ul>
<b>RI.1.5</b> Know and use various text features to locate key facts of information in a text.	<ul style="list-style-type: none"> <li>• I can use various text features to locate information.</li> </ul>
<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>• I can tell whether I got information from the text or from illustrations.</li> </ul>
<b>RI.1.7</b> Use illustrations and details in a text to describe its key ideas.	<ul style="list-style-type: none"> <li>• I can identify details in a story that tell me about the characters, setting, or events.</li> <li>• I can describe the story by using the illustrations.</li> </ul>



**UNIT OF STUDY**  
**GRADE 1**

<b>Common Core Standards and Learning Targets (<i>Student Learning Outcomes</i>)</b>	
<b>Priority Standards</b>	<b>Learning Targets/Outcomes</b>
<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> <li>• I can identify letters, words, and sentences.</li> <li>• I can recognize that words are combined to make sentences.</li> <li>• I can recognize that the first word in a sentence is capitalized.</li> <li>• I can distinguish features of a sentence (first word, capitalization, ending punctuation).</li> <li>• I can recognize that words are separated by spaces before and after them.</li> <li>• I can recognize that a sentence ends with a punctuation mark.</li> </ul>
<b>RF.1.3</b> Know and apply grade-level phonics and words analysis skills in decoding words.	<ul style="list-style-type: none"> <li>• I know every syllable must have a vowel sound.</li> <li>• I can decode two-syllable words that follow basic patterns.</li> <li>• I can decode by breaking words into syllables.</li> <li>• I can read words with inflectional endings.</li> </ul>
<b>RF.1.4</b> Read with sufficiency and fluency to support comprehension	<ul style="list-style-type: none"> <li>• I stop at ending punctuation.</li> <li>• I read in phrases.</li> <li>• I read dialogue with expression.</li> </ul>
<b>W.1.1</b> 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.	<ul style="list-style-type: none"> <li>• I can write an opinion piece where I give a topic or name of a book.</li> <li>• I can write an opinion piece where I provide an opinion on the topic.</li> <li>• I can write an opinion piece where I give a reason to support my opinion.</li> <li>• I can write an opinion piece where I provide some sense of closure.</li> </ul>
<b>W.1.7</b> Participate in shared research and writing projects.	<ul style="list-style-type: none"> <li>• I can participate in research projects with my classmates.</li> </ul>
<b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• I use conjunctions.</li> <li>• I use determiners ( a, an, the, some, many, each)</li> </ul>
<b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	<ul style="list-style-type: none"> <li>• I spell words I am taught accurately.</li> <li>• I use the word wall to help myself spell accurately.</li> <li>• I make close attempts at spelling irregularly spelled words.</li> </ul>
<b>L.1.4</b> 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.	<ul style="list-style-type: none"> <li>• I can identify inflectional forms of a root word (look-looks—looked—looking)</li> </ul>
<b>L.1.6</b> 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)	<ul style="list-style-type: none"> <li>• I can use words and phrases that I learn through listening and reading.</li> </ul>
<b>SL.1.5</b> Add drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings.	<ul style="list-style-type: none"> <li>• I can use drawings to share what I know.</li> </ul>

**UNIT OF STUDY  
GRADE 1**

Depth of Knowledge: Cognitive Considerations			
“Unwrapped” Concepts <i>Students Need to Know</i>		“Unwrapped Skills” <i>Students Need to Be Able to Do</i>	
Fiction Non-Fiction Facts Opinion A cause Conjunction Root Word Research Project Audience Purpose Supporting reasons Convince		CONSTRUCT convincing reasons for your opinions.  LIST topics that are important to you.  INVESTIGATE topics that are important to you.  EXPLAIN your opinion  DECIDE the purpose for your writing.	
CONTENT			
Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
Author’s Purpose  Analyzing and Evaluating  <i>Lesson 11 in HMH</i>	<b>Phonemic Awareness:</b> Blend and segment phonemes  <b>Phonics:</b> Diagraph –th Endings –s, -es, -ed, -ing  <b>Vocabulary:</b> Classify and categorize words (such as color words)	Persuasive Writing <i>(Write Source 132-141)</i>  Setting the purpose for writing  Think about the people who will read your writing—how will you share your opinion?	Proper Nouns
Reading Skill	Word Study	Genre Structure	Grammar
Sequence of Events  Questioning  <i>Lesson 12 in HMH</i>	<b>Phonemic Awareness:</b> Blend and segment phonemes Substitute initial phoneme  <b>Phonics:</b> Diagraph –ch, tch, ‘s Phonogram-atch  <b>Vocabulary:</b> Homophones	Persuasive Writing <i>(Write Source 132-141)</i>  Communicate clearly the main points for the reader to understand  Include facts and details to support your thinking	Proper Nouns

CONTENT			
Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
Cause and Effect  Visualizing  <i>Lesson 13 in HMH</i>	<b>Phonemic Awareness:</b> Blend and segment phonemes Substitute initial phoneme  <b>Phonics:</b> Diagraph –sh, wh, ph Contractions ‘s, n’t	Persuasive Writing <i>(Write Source 132-141)</i>	Subjects and Predicates
Drawing Conclusions  Inferring and Predicting  <i>Lesson 14 in HMH</i>	<b>Phonemic Awareness:</b> Beginning sounds, substituting medial phonemes  <b>Phonics:</b> Soft c, g, dge Long a CVCe Phonogram: -ace  <b>Vocabulary:</b> Classify and sort words (such as number words)	Persuasive Writing <i>(Write Source 132-141)</i>  Using friendly letters to persuade	Verbs Verbs with -ed
Reading Skill	Word Study	Genre Structure	Grammar
Comparing and Contrasting  Clarifying  <i>Lesson 15 in HMH</i>	<b>Phonemic Awareness:</b> Identify middle sounds, substitute medial phonemes  <b>Phonics:</b> Long o CVCe Phonograms-ine and -ite, Diagraphs kn, wr, gn, mb  <b>Vocabulary:</b> Words with –er, -est	Persuasive Writing <i>(Write Source 132-141)</i>  Using speeches to persuade	Verbs
Resources for Planning and Instruction			
Anchor Chart Suggestions			
Author’s Purpose: <a href="http://indulgy.com/post/LNZpZYzdH1/anchor-chart-idea-for-authors-pupose-fro">http://indulgy.com/post/LNZpZYzdH1/anchor-chart-idea-for-authors-pupose-fro</a> Drawing Conclusions: <a href="http://sandbergsmartyarties.blogspot.com/2013/01/drawing-conclusions.html">http://sandbergsmartyarties.blogspot.com/2013/01/drawing-conclusions.html</a>			
Websites			
<ul style="list-style-type: none"> <li>• <a href="http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html">http://www.readwritethink.org/professional-development/strategy-guides/persuasive-writing-30142.html</a> (scroll down to see “Family Journals”)</li> <li>• <a href="http://www.unitsofstudy.com/workshophelpdesk/teaching.asp">http://www.unitsofstudy.com/workshophelpdesk/teaching.asp</a> (see reference to letter writing)</li> </ul>			

**UNIT OF STUDY  
GRADE 1**

<b>Reading/Language Arts</b>	
<b>Grade</b>	1
<b>Unit of Study</b>	Journeying with Characters Toward Lessons and Big Ideas
<b>Unit Number</b>	Unit of Study 4
<b>Reading Level</b>	G-H
<b>Selecting Text for this Unit of Study</b>	Texts for this unit should be a balance between fiction and informational text. Look for books with strong supporting details that provide the opportunity for students to pinpoint the main idea. At this time of year, the main ideas can be less obvious and require deep thinking about the details. Consider comparing and contrasting character development in literary texts and informational text such as biographies.
<b>Pacing</b>	30 Days
<b>Desired Results</b>	
<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<ol style="list-style-type: none"> <li>1. What special words do authors use to create characters?</li> <li>2. What makes a story fun to read?</li> <li>3. How do authors make non-fiction text interesting?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do characters do when there is a problem? What clues tell you what a character is like?</li> <li>2. Noticing the similarities and differences between stories helps us decide the types of books we like to read.</li> <li>3. Authors intentionally use special ways to make informational text interesting and easy to read. Compare and contrast the ways authors make informational text interesting.</li> </ol>
<b>Formative Assessment for Learning</b>	
On-going running records Keep list of words students are able to spell automatically Portfolio of writing samples	
<b>Summative Assessment Suggestions</b>	
Hearing Sounds in Words Timed Writing—Writing Vocabulary One-to-One Conference Answering the Essential Questions Beginning Word List, page 155, <i>Benchmark Assessment System</i>	
<b>Academic Vocabulary</b>	
<i>Coming soon, being developed from MCREL</i>	
<b>Common Core Standards and Learning Targets Common Core Standards and Learning Targets (Student Learning Outcomes)</b>	
<b>Priority Standards</b>	<b>Learning Targets/Outcomes</b>
<b>RL.1.6</b> Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>• I can identify who is telling a story.</li> </ul>
<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>• I can compare and contrast the adventures of familiar characters in different stories</li> </ul>
<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• I can describe the connection between two objects or pieces of information.</li> </ul>
<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>• I can ask questions to determine or clarify the meaning of words or phrases.</li> <li>• I can answer questions to determine or clarify the meaning of words or phrases.</li> </ul>

**UNIT OF STUDY**  
**GRADE 1**

<b>Common Core Standards and Learning Targets</b>	
<b>Priority Standards</b>	<b>Learning Targets</b>
<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<ul style="list-style-type: none"> <li>• I can select a topic and identify facts to share.</li> <li>• I can write an informative paper with a topic, facts, and an ending sentence.</li> </ul>
<b>W.1.3</b> 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. <b>The intention of placing the standard in this unit is for students to write literary non-fiction such as biographies.</b>	<ul style="list-style-type: none"> <li>• I can write a narrative piece where I retell about two events in order.</li> <li>• I can write a narrative piece where I give some details about the events in order.</li> <li>• I can write a narrative piece where I provide some sense of closure.</li> </ul>
<b>W.1.5</b> 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.	<ul style="list-style-type: none"> <li>• I can respond to my peers' questions or suggestions to strengthen my writing.</li> <li>• I can add details to strengthen my writing.</li> </ul>
<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<ul style="list-style-type: none"> <li>• I can use details to describe people, places, things, and events.</li> <li>• I can express ideas and feelings clearly.</li> </ul>
<b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	<ul style="list-style-type: none"> <li>• I can use different types of nouns (common, proper, possessive).</li> <li>• I can use pronouns.</li> <li>• I can use verbs to show past/present/future.</li> <li>• I can use determiners (-a, -an, -the, -some, -many, -each).</li> <li>• I can use various types of sentences.</li> <li>• I can use prepositions.</li> <li>• I can use verb tenses.</li> </ul>
<b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• I can spell first grade words correctly.</li> <li>• I can spell words I don't know by sounding them out and writing down what I hear.</li> <li>• I can use conventional spelling for words with common spelling patterns.</li> <li>• I use commas in dates.</li> <li>• I use accurate punctuation for the type of sentence.</li> </ul>
<b>L.1.4</b> 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.	<ul style="list-style-type: none"> <li>• I can use context clues to figure out word meaning.</li> <li>• I can use prefixes and /or suffixes to figure out word meanings.</li> </ul>
<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>• I can make real-life connections between words in my world (e.g. my bed is cozy).</li> <li>• I can tell the difference in meaning between words that are similar (e.g. look, peek, glance, stare, glare, scowl).</li> <li>• I can act out words.</li> </ul>
<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds.	<ul style="list-style-type: none"> <li>• I can pronounce the beginning sound in one-syllable words.</li> <li>• I can pronounce the middle sound in one-syllable words.</li> <li>• I can pronounce the ending sound in one-syllable words.</li> </ul>
<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>• I can decode two-syllable words by breaking the syllable apart.</li> <li>• I can read words with inflectional endings.</li> </ul>

**UNIT OF STUDY  
GRADE 1**

Depth of Knowledge: Cognitive Considerations			
“Unwrapped” Concepts <i>Students Need to Know</i>		“Unwrapped Skills” <i>Students Need to Be Able to Do</i>	
Meaning Compare Character Contrast Infer Predict Connection Cause Effect Multiple-Meaning Words Context Clues Prefixes Suffixes Opinion Convince Conclusion Cause Effect Vowel Blend Segment Substitute Verb Research Information Organization Theme Lesson (life lesson from a story)		ANALYZE how authors write their characters.  COMPARE characters across stories.  EVALUATE how authors approach topics in informational texts.  DETERMINE topics that would be interesting to research.  EXAMINE informational text and use it as a mentor text for creating a research activity.  DESIGN a research project from a personal inquiry question.	
Instructional Content			
Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
Main Ideas and Details  Questioning  <i>Lesson 16 in HMH</i>	<b>Phonemic Awareness:</b> Phonemic Awareness (substituting medial and final phonemes)  <b>Phonics:</b> Long o and Long u  <b>Vocabulary:</b> Multiple-meaning words	<b>Informative/Explanatory Writing</b>  Write books and short pieces that are enjoyable to read and at the same time give information to readers about a topic.	<ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Writing question sentences</li> </ul>

**UNIT OF STUDY  
GRADE 1**

Instructional Content			
Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
Compare and Contrast  Visualizing  <i>Lesson 17 in HMH</i>	<b>Phonemic Awareness:</b> Phonemic Awareness (substituting medial and final phonemes)  <b>Phonics:</b> Long e Vowel pairs: ee, ea, Final combos: ng, nk  <b>Vocabulary:</b> Context Clues	<b>Informative/Explanatory Writing</b>  Select interesting information to include in a piece of writing.	<ul style="list-style-type: none"> <li>• Kinds of sentences</li> <li>• Use periods, exclamation points, and question marks as ending marks.</li> </ul>
Reading Skill	Word Study	Genre Structure	Grammar
Author's Purpose  Summarizing  <i>Lesson 18 in HMH</i>	<b>Phonemic Awareness:</b> Substitute medial phonemes and final phonemes  <b>Phonics:</b> Vowel pairs: ai, ay Contractions: 'll, 'd  Phonograms: -ay, -ain  <b>Vocabulary:</b> Multiple-meaning words	<b>Informative/Explanatory Writing</b>  Understand literary nonfiction is writing that engages the reader and also teaches them new ideas.	<ul style="list-style-type: none"> <li>• Capitalization of months, days, holidays</li> <li>• Commas in dates</li> <li>• Types of Sentences</li> </ul>
Reading Skill	Word Study	Genre Structure	Grammar
Conclusions  Descriptive Details  <i>Lesson 19 in HMH</i>	<b>Phonemic Awareness:</b> Substitute medial phonemes and segment syllables  <b>Phonics:</b> Vowel Pairs: oa, ow Contractions 've, 're Phonograms –ow, -oat  <b>Vocabulary:</b> Synonyms	<b>Strengthening Narrative Writing</b>  Tell a story across several pages in order to develop the story or idea.	<ul style="list-style-type: none"> <li>• Using exact and technical words</li> <li>• Using future tense (<i>will and to</i>)</li> </ul>
Reading Skill	Word Study	Genre Structure	Grammar
Cause and Effect  Infer/Predict  <i>Lesson 20 in HMH</i>	<b>Phonemic Awareness:</b> Combine and segment syllables, recognize syllables <b>Phonics:</b> Compound words, short vowel <b>Vocabulary:</b> Compound words	<b>Strengthening Narrative Writing</b>  Develop voice as a writer through telling own stories or memoirs from own life.	<ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Prepositional phrases</li> </ul>

**UNIT OF STUDY**  
**GRADE 1**

**Resources for Planning and Instruction**

**Anchor Chart Suggestions**

Cause and Effect:

<http://missaugello.blogspot.com/2013/04/cause-and-effect-anchor-chart.html>

<http://indulgy.com/post/oxcABn6XW1/cause-effect-anchor-chart>

Main Idea: <http://indulgy.com/post/kiu7zyXpd1/main-idea-anchor-chart>

**Websites**

- <http://www.readwritethink.org/classroom-resources/student-interactives/animal-inquiry-30020.html>
- <http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-animals-using-nonfiction-187.html>



**EVIDENCE OF LEARNING—QUARTER 2**  
**GRADE 1**

READING/Literature						
Uses Key Ideas and Details	Common Core Standards	Suggested Learning Targets	Assessment Ideas	Date/Task		
Craft and Structure	<b>RL.1.2.</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<ul style="list-style-type: none"> <li>I can retell (Put into my own words) stories using key details.</li> <li>I can define central message or lesson (the overall idea an author is trying to share). I can determine the central message or lesson found in a story using key details.</li> </ul>	Conferring with Student			
	<b>RL.1.4.</b> Identify words and phrases suggesting feelings or appeal to the senses.	<ul style="list-style-type: none"> <li>I can identify words or phrases in a text that relate to my senses and feelings.</li> </ul>	Checklist  Writing Samples  Conferring with Student			
	<b>RL.1.5.</b> Explain major differences between books that tell stories and books that give information,	<ul style="list-style-type: none"> <li>I can explain the differences between fiction and non-fiction texts.</li> </ul>				
<b>RL.1.6.</b> Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>I can identify the characters in a story.</li> <li>I can recognize when more than one character is telling the story.</li> <li>I can identify when the character telling the story changes.</li> <li>I can identify the character telling the story at any point.</li> </ul>					
Extends Knowledge	<b>RL.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.	<ul style="list-style-type: none"> <li>I can identify characters in stories I read or hear.</li> <li>I can describe the adventures and experiences of characters in stories I read or hear.</li> <li>I can compare the adventures and experiences of characters by telling how they are alike.</li> <li>I can contrast the adventures and experiences of characters by telling how they are different.</li> </ul>	Conferring with Student			

**EVIDENCE OF LEARNING—Quarter 2**  
**GRADE 1**

READING/Informational Text						
	Common Core Standards	Suggested Learning Targets	Assessment Ideas	Date/Task		
<b>Key Ideas and Details</b>	<b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text	<ul style="list-style-type: none"> <li>I can identify individuals, events, ideas, or pieces of information in a text.</li> <li>I can describe a connection between two individuals in a text.</li> <li>I can describe a connection between two events in a text.</li> <li>I can describe a connection between two ideas or pieces of information in a text.</li> </ul>	Teacher Observations  Teacher-Student Conferencing			
	<b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<ul style="list-style-type: none"> <li>I can identify unknown or unclear words and phrases.</li> <li>I can clarify or learn the meaning of words and phrases by asking and answering questions.</li> </ul>				
<b>Craft and Structure</b>	<b>RI.1.5.</b> 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.	<ul style="list-style-type: none"> <li>I can use various text features to locate information.</li> </ul>	Picture Walks  Observation  Conferencing			
	<b>RI.1.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<ul style="list-style-type: none"> <li>I can tell whether I got information from the text or from illustrations.</li> </ul>				
<b>Extends Knowledge</b>	<b>RI.1.7</b> Uses illustrations to describe key ideas	<ul style="list-style-type: none"> <li>I can use the pictures to identify main ideas in a text.</li> <li>I summarize my learning from text (orally).</li> <li>Identifies similarities and differences between texts.</li> </ul>	Picture Walks  Observation  Conferencing			

**EVIDENCE OF LEARNING—Quarter 2**  
**GRADE 1**

READING/Foundational Skills						
<b>Concepts of Print</b>	<p><b>RF.1.1</b> Features of a sentence</p>	<ul style="list-style-type: none"> <li>• I can identify letters, words, and sentences.</li> <li>• I can recognize that words are combined to make sentences.</li> <li>• I can recognize that the first word in a sentence is capitalized.</li> <li>• I can distinguish features of a sentence (first word, capitalization, ending punctuation).</li> <li>• I can recognize that words are separated by spaces before and after them.</li> <li>• I can recognize that a sentence ends with a punctuations mark.</li> </ul>	Concepts of Print			
<b>Phonological Awareness</b>	<p><b>RF.1.2</b> Phonemes in Syllables, Sounds &amp; Words</p>	<ul style="list-style-type: none"> <li>• I can produce single-syllable words by blending sounds, including consonant blends.</li> <li>• I can isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</li> <li>• I can segment a spoken single-syllable words into their complete sequence of individual sounds.</li> <li>• I know the difference between short and long vowel sounds in single-syllable spoken words.</li> <li>• I understand the word “syllable”.</li> </ul>	Running Record  Phonological Awareness Activities and Assessment			
<b>Word Recognition</b>	<p><b>RF.1.3</b> Decoding of Syllables, Sounds &amp; Words</p>	<ul style="list-style-type: none"> <li>• I know every syllable must have a vowel sound.</li> <li>• I can decode two-syllable words that follow basic patterns.</li> <li>• I can decode by breaking words into syllables.</li> <li>• I can read words with inflectional endings.</li> </ul>	Writing Samples			
<b>Fluency</b>	<p><b>RF.1.4</b> Emergent-level fluency</p>	<ul style="list-style-type: none"> <li>• I stop at ending punctuation.</li> <li>• I read in phrases.</li> <li>• I read dialogue with expression.</li> </ul>	Running Record			

**EVIDENCE OF LEARNING—Quarter 2**

**GRADE 1**

<b>LANGUAGE ARTS/Writing</b>					
	<b>Common Core Standards</b>	<b><i>Suggested Learning Targets</i></b>	<b>Assessment Ideas</b>	<b>Date/Task</b>	
<b>Multiple Types of Writing</b>	<b>W.1.1</b> Write opinion pieces.	<ul style="list-style-type: none"> <li>I can write an opinion piece where I give a topic or name of a book.</li> <li>I can write an opinion piece where I provide an opinion on the topic.</li> <li>I can write an opinion piece where I give a reason to support my opinion.</li> <li>I can write an opinion piece where I provide some sense of closure.</li> </ul>	Writing Samples		
	<b>W.1.2</b> Write informative texts	<ul style="list-style-type: none"> <li>I can select a topic and identify facts to share.</li> <li>I can write an informative paper with a topic, facts, and an ending sentence.</li> </ul>			
<b>Produces and Publishes Writing</b>	<b>W.1.5</b> Share with peer	<ul style="list-style-type: none"> <li>I can remember what I have been taught to offer feedback. (e.g. How to add details to writing.)</li> <li>I can listen to a peer read their writing and provide a statement of feedback.</li> </ul>	Observation Checklists		
<b>Use Research Skills</b>	<b>W.1.7</b> Participate in shared research and writing projects.	<ul style="list-style-type: none"> <li>I can participate in research projects with my classmates.</li> </ul>	Observation Checklists		

**EVIDENCE OF LEARNING—Quarter 2**  
**GRADE 1**

LANGUAGE ARTS						
	Common Core Standards	<i>Suggested Learning Targets</i>	Assessment Ideas	Date/Task		
Conventions of English	<b>L.1.1</b> Conventions of standard English	<ul style="list-style-type: none"> <li>I use conjunctions.</li> <li>I use determiners ( a, an, the, some, many, each)I use nouns in my sentences.</li> <li>I can identify proper nouns.</li> <li>I recognize the parts of a sentence.</li> <li>I use plural nouns in basic sentences: <i>He hops. We hop.</i></li> <li>I use pronouns appropriately: <i>I, me, my, they, them, their</i></li> </ul>	Writing Samples			
Patterns of Spelling	<b>L.1.2</b> Capitalization, punctuation, and spelling when writing	<ul style="list-style-type: none"> <li>I spell words I am taught accurately.</li> <li>I use the word wall to help myself spell accurately.</li> <li>I make close attempts at spelling irregularly spelled words.</li> <li>I can use end-punctuation for sentences.</li> <li>I accurately spell words with common spelling patterns.</li> <li>I write unknown words using the sounds I hear. (representations approximate accurate representation of consonant sounds—making attempts at some medial sounds)</li> </ul>	Writing Samples			
New Vocabulary	<b>L.1.4</b> Clarify the meaning of words	I can identify inflectional forms of a root word (looks—looked—looking)	Writing Samples			
	<b>L.1.6</b> Use new words and phrases	<ul style="list-style-type: none"> <li>I can use words and phrases that I learn through listening and reading.</li> </ul>	Writing Conversations with Peers			
Presents Knowledge	<b>SL.1.1</b> Listen actively Ask questions	<ul style="list-style-type: none"> <li>I listen actively during conversations and discussions.</li> <li>I ask questions to clear up my confusions.</li> </ul>	Teacher Observation			
	<b>SL.1.4</b> Describe with details	<ul style="list-style-type: none"> <li>I can use details to describe people, places, things, and events.</li> <li>I can express ideas and feelings clearly.</li> </ul>				