

# Standards Based Map

## 1<sup>st</sup> Grade ELA

Timeline	NxG Standard(s)	Student I Can Statement(s) / Learning Target(s)	Essential Questions	Academic Vocabulary	Strategies / Activities	Resources / Materials	Assessments	Notes / Self - Reflection
Month  Month 1 & 2	ELA.1.R.C1.1 Ask and answer questions about key details in a literary text.	I can ask and answer questions about important details in stories.	How can asking and answering questions help me understand the text?	<ul style="list-style-type: none"> <li>• Text</li> <li>• Ask</li> <li>• Answer</li> <li>• Questions</li> </ul>	*Read aloud *Picture walks *Use sticky notes on questions that need clarified	Books Sticky notes Retell cards	*personal communication *written *journals *observation *formal *checklist *running records *rubrics	

<p>Month</p> <p>Month 1 &amp; 2</p>	<p>ELA.1.R.C1.2 Retell stories, including key details and demonstrate understanding of their central message or lesson in literary texts.</p>	<p>I can retell a story using details and tell what the author is trying to teach me.</p>	<p>•••••</p> <p>*Why is using key details from the story important in retelling the story?</p> <p>*How do readers discover the central message or lesson of a text (in 3-5 we used "theme")?</p> <p>*How can I retell the text to express the central message or lesson (in 3-5 we used "theme")?</p> <p>*How can I use the details of the text to express the theme?</p>	<ul style="list-style-type: none"> <li>• Retell</li> <li>• Author</li> <li>• Teach</li> <li>• detail</li> </ul> <p>Message</p>	<p>Illustrate story details and messages</p> <p>Cover print and paraphrase</p>	<p>Paper Pencil books</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	
<p>Month</p> <p>Month 1 &amp; 2</p>	<p>ELA.1.R.C1.3 Describe characters, settings and major events in a story, using key details in literary texts.</p>	<p>I can tell about the characters, settings and what happens in a story.</p>	<p>How do readers identify and describe story elements?</p>	<ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting</li> </ul>	<p>Illustrate characters</p> <p>Use descriptive words for characters</p> <p>Illustrate elements of story</p>	<p>Paper pencil books</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	

<p>Month</p> <p>Month 1 &amp; 2</p>	<p>ELA.1.R.C3.1 Use illustrations and details in a story to describe its characters, setting or events in literary texts.</p>	<p>I can look at a picture and words to understand a story.</p>	<p>How can illustrations help me understand information?</p>	<ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Characters</li> <li>• Setting</li> <li>• detail</li> </ul>	<p>Describes characters</p> <p>Find words to answer questions from prompts</p>	<p>Paper Pencil Books</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	
<p>Month</p> <p>Month 1 &amp; 2</p>	<p>ELA.1.R.C5.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	<p>I can name the part of a sentence.</p>	<p>How do sentences help me read?</p>	<ul style="list-style-type: none"> <li>• Sentence</li> <li>• Capitalization</li> <li>• Period</li> <li>• Punctuation</li> <li>• Explanation point</li> <li>• Question mark</li> </ul>	<p>Circle or highlight features of print in sentences</p>	<p>Pencil Book Highlighter/tape</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	

<p>Month Month 1 &amp; 2</p>	<p>ELA.1.R.C6.1 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p>	<p>I can blend sounds to read one-syllable words.</p>	<p>How are words made up of sounds?</p>	<ul style="list-style-type: none"> <li>• Syllable</li> <li>• Blend</li> </ul>	<p>Thumbs up for long vowels and clap for short vowels during read aloud</p>	<p>book</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	
<p>Month Month 1 &amp; 2</p>	<p>ELA.1.R.C7.1 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>*I can use diagraphs and vowel teams to read one and two syllable first grade words.</p>	<p>*How can sounds help me understand a word?  *How can recognizing grade level words help me be a better reader?</p>	<ul style="list-style-type: none"> <li>• Diagraphs</li> <li>• Vowels</li> <li>• Syllable</li> <li>• Long vowel</li> <li>• Short vowel</li> </ul>	<p>Identify and produce sounds of diagraphs</p>	<p>Diagraph word list</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	

<p>Month</p> <p>Month 1 &amp; 2</p>	<p>ELA.1.W.C11.1</p> <p>participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>I can participate in classroom writing projects.</p>	<p>How can I contribute to a shared research project?</p>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Project</li> <li>• Sequence</li> </ul>	<p>Complete graphic organizers and gather information from provided sources</p>	<p>Books Computers Graphic organizers</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	
<p>Month</p> <p>Month 1 &amp; 2</p>	<p>ELA.1.W.C11.2</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>I can answer questions in my writing and find answers in many different ways when someone helps me.</p>	<p>How can I gather information to answer a question?</p>	<ul style="list-style-type: none"> <li>• Information</li> <li>• Recall</li> <li>• Answer</li> <li>• Question</li> <li>• Source</li> </ul>	<p>Create illustrations to represent characters, places and events</p> <p>Create models</p>	<p>Paper Pencil Art material</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	

<p>Month Month 1 &amp; 2</p>	<p>ELA.1.SL.C13.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>	<p>I can ask and answer questions about things I hear and see.</p>	<p>How can asking and answering questions support understanding?</p>	<ul style="list-style-type: none"> <li>• Conversation</li> <li>• Describe</li> <li>• Description</li> <li>• Detail</li> <li>• Discussion</li> <li>• Information</li> <li>• Key Detail</li> <li>• Sentence</li> <li>• Text</li> <li>• Topic</li> <li>• Visual display</li> </ul>	<p>Answer key questions about read alouds</p> <p>Partners ask questions about information presented</p>	<p>book</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	
<p>Month Month 1 &amp; 2</p>	<p>ELA.1.SL.C14.2 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.</p>	<p>I can use pictures or things to help people understand me.</p>	<p>How can visuals enhance a presentation?</p>	<ul style="list-style-type: none"> <li>• Conversation</li> <li>• Describe</li> <li>• Description</li> <li>• Detail</li> <li>• Discussion</li> <li>• Information</li> <li>• Key Detail</li> <li>• Sentence</li> <li>• Text</li> <li>• Topic</li> <li>• Visual display</li> </ul>	<p>Students use complete sentences to describe objects</p> <p>See, think, wonder</p>	<p>Books Pictures objects</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	

<p>Month</p> <p>Month 1 &amp; 2</p>	<p>ELA.1.L.C15.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>I can use singular and plural nouns with the correct verb. (plural - s, es)</p> <p>I can use pronouns.</p> <p>I can use verbs to show past, present, and future.</p> <p>I can use adjectives.</p> <p>I can use the words: and, or, but. (conjunctions)</p> <p>I can use the words a, an, the, this, that, these, and those. (determiners)</p> <p>I can use the words during, beyond, toward. (preposition)</p> <p>I can print all lower-case letters.</p> <p>I can print all upper-case letters.</p> <p>I can use common nouns.</p> <p>I can use proper nouns.</p> <p>I can use possessive nouns.</p> <p>I can produce an asking sentence to answer a prompt.</p> <p>I can produce a telling sentence to answer a prompt.</p>	<p>Why is grammar important when speaking or writing?</p>	<ul style="list-style-type: none"> <li>• Capitalize</li> <li>• Punctuation</li> <li>• Commas</li> <li>• Periods</li> <li>• Uppercase</li> <li>• Lowercase</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Complete sentences</li> <li>• Question words</li> </ul>	<p>Match upper &amp; lower case letters</p> <p>Highlight 3 types of nouns</p> <p>Correct noun-verb agreement</p> <p>Provide missing pronouns</p> <p>Add adjectives to sentences</p> <p>Use sentence strips with missing prepositions , place correct preposition card</p>	<p>Paper</p> <p>Pencil</p> <p>Highlighters</p> <p>Sentence strips</p> <p>Preposition cards</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	
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<p>Month Month 1 &amp; 2</p>	<p>ELA.1.L.C15.2 demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>	<p>I can capitalize dates. I can capitalize names of people. I can use commas in dates. I can spell sight words. I can use punctuation at the end of a sentence. I can spell words in a word family. I can use commas to separate words in a list. I can spell unknown words by sounding them out.</p>	<p>*Why are conventions important when writing?  *How does using appropriate capitalization, punctuation, and spelling help my writing?</p>	<ul style="list-style-type: none"> <li>• Capitalize</li> <li>• Punctuation</li> <li>• Commas</li> <li>• Explanation mark</li> <li>• Question mark</li> <li>• Periods</li> <li>• Uppercase</li> <li>• Lowercase</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Complete sentences</li> <li>• Question words</li> </ul>	<p>Edit sentences with dates and names for capitalizations  Add ending punctuation  Place commas and dates and/or series  Apply strategies in writing</p>	<p>Sentences to correct  Paper  Pencil</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	
<p>Month Month 3 &amp; 4</p>	<p>ELA.1.R.C1.4 ask and answer questions about key details in an informational text.</p>	<p>I can ask and answer questions about important details in nonfiction books.</p>	<p>How can asking and answering questions help me understand the text?</p>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Details</li> <li>• Sentence</li> <li>• Nonfiction</li> </ul>	<p>Ask questions about common informational text  Small groups create question-answer books</p>	<p>Books Paper Pencil</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	



<p>Month Month 3 &amp; 4</p>	<p>ELA.1.R.C1.5 identify the main topic and retell key details of an informational text.</p>	<p>I can tell what the text is about.  I can tell what I learned from the text.</p>	<p>•Why is identifying the main topic from the text important?  •How do readers retell informational text?</p>	<ul style="list-style-type: none"> <li>• Questions</li> <li>• Details</li> <li>• Sentence</li> <li>• Nonfiction</li> <li>• Retell</li> <li>• topics</li> </ul>	<p>Build mobile organizers with main topic and key details</p>	<p>Paper Pencil Art materials</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	
<p>Month Month 3 &amp; 4</p>	<p>ELA.1.R.C2.1 In literary texts, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>I can find words in a story or poem that tell about feelings.</p>	<p>*How does word choice impact the overall meaning of the text?  *How does the author's choice of words show feelings or the senses?</p>	<ul style="list-style-type: none"> <li>• Feelings</li> <li>• Senses</li> <li>• Poem</li> <li>• Poetry</li> <li>• Describe</li> <li>• Identify</li> </ul>	<p>Highlighter tape to identify feelings and sensory words in poems  Students use facial expressions to express feeling during a read aloud</p>	<p>Poems Highlighter tape</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	

<p>Month Month 3 &amp; 4</p>	<p>ELA.1.R.C2.3 Identify who is telling the story at various points in a literary text.</p>	<p>I can tell who is talking in different parts in a story.</p>	<p>Why is it important to know who is telling the story?</p>	<ul style="list-style-type: none"> <li>• Narrator</li> <li>• Text</li> <li>• Author</li> <li>• Character</li> </ul>	<p>Identify who is reading story during read aloud</p> <p>Students identify words that tell who is telling story</p>	<p>books</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	
<p>Month Month 3 &amp; 4</p>	<p>ELA.1.R.C3.2 Compare and contrast the adventures and experiences of characters in stories in literary texts.</p>	<p>I can identify the characters in a story.</p> <p>I can tell how characters are different.</p> <p>I can tell how characters are the same.</p>	<p>How can two texts be the same or different?</p>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Same/alike</li> <li>• different</li> </ul>	<p>Venn diagrams to compare and contrast characters</p> <p>Discuss how characters are like/different</p>	<p>Venn diagram Pencil Books</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	

<p>Month Month 3 &amp; 4</p>	<p>ELA.1.R.C4.1 with prompting and support, read prose and poetry of appropriate complexity for grade 1 in literary texts.</p>	<p>I can listen to prose and poems when someone helps me.</p> <p>I can read prose and poems when someone helps me.</p>		<ul style="list-style-type: none"> <li>• Prose</li> <li>• poetry</li> </ul>	<p>Use pointers to guide oral readings of poems</p> <p>Echo read common prose text</p>	<p>Pointers Poems books</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	
<p>Month Month 3 &amp; 4</p>	<p>ELA.1.R.C4.2 with prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>I can read and understand First grade nonfiction books with help.</p>		<ul style="list-style-type: none"> <li>• Nonfiction/informal text</li> </ul>	<p>Read informational text</p> <p>Discuss and answer questions</p>	<p>Informational text</p>	<p>personal communication</p> <ul style="list-style-type: none"> <li>*written</li> <li>*journals</li> <li>*observation</li> <li>*formal</li> <li>*checklist</li> <li>*running records</li> <li>*rubrics</li> </ul>	

<p>Month Month 3 &amp; 4</p>	<p>ELA.1.W.C10.2 with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<p>I can listen to others to help add detail to my stories.</p>	<p>How can answering questions from others help improve my writing?</p>	<ul style="list-style-type: none"> <li>• Detail</li> <li>• Revise</li> <li>• Edit</li> </ul>	<p>Brainstorm words and phrases to write detailed sentences about objects</p> <p>Write sentences about chosen topics</p>	<p>Paper Pencil objects</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	
<p>Month Month 3 &amp; 4</p>	<p>ELA.1.SL.C14.1 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.</p>	<p>I can use details when I tell about people places and things to help others understand them better.</p>	<p>Why is it important to describe people, places, things, and events with details?</p>	<ul style="list-style-type: none"> <li>• Details</li> <li>• Describe</li> <li>• Events</li> </ul>	<p>Pair-share to describe peoples, places, things or events</p> <p>Small group to share what they learned</p>	<p>none</p>	<p>personal communication *written *journals *observation *formal *checklist *running records *rubrics</p>	

Month Month 3 & 4	ELA.1.L.C17.3 use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	I can speak and share my ideas in complete sentences.	•How do I use new words I learn in my language?	<ul style="list-style-type: none"> <li>• Conversation</li> <li>• Respond</li> <li>• Sentences</li> <li>• Ideas</li> </ul>	Vocabulary rich environment to build oral and written language  Use vocabulary during discussion	Vocab words Word wall Bulletin boards	personal communication *written *journals *observation *formal *checklist *running records *rubrics	
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5 <sup>th</sup> Month	ELA.1.R.C1.6 describe the connection between two individuals, events, ideas or pieces of information in an informational text.	I can describe the connection between two things in a text. (people, events, ideas, or pieces of information)	<p>*How can making connections help understand informational text?</p> <p>*How do you describe the connection between two events?</p>	<ul style="list-style-type: none"> <li>• Cause and effect</li> <li>• Comparison</li> <li>• Connection</li> </ul>	Partner work to describe characters from story.	Read Aloud	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
5 <sup>th</sup> Month	ELA.1.R.C2.2 explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of literary text types.	I can tell the difference between books that tell a story and books that give information.	*How do readers approach different text types?	<ul style="list-style-type: none"> <li>• Fiction/narrative</li> <li>• Non-fiction</li> <li>• Informational</li> <li>• Text</li> <li>• Fantasy</li> </ul>	Sort book jackets of previously read stories according to type  Reading logs	Books or book jackets (fictional and nonfictional)	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	

5 <sup>th</sup> Month	ELA.1.R.C2.4 ask and answer questions to help determine or clarify the meaning of words and phrases in an informational text.	I can ask questions about words and phrases that I do not understand. (about informational text)  I can answer questions about words and phrases to help me better understand. (in informational text)	*Why is it important for readers to identify words they do not know?  *What strategies do readers use to determine unknown words?	<ul style="list-style-type: none"> <li>Clarification</li> </ul>	Match vocab words to definitions or pictures  Memory game	Word lists  Picture cards and word cards	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
5 <sup>th</sup> Month	ELA.1.R.C2.5 know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in an informational text.	I can identify text features.  I can use text features.		<ul style="list-style-type: none"> <li>Heading</li> <li>Table of contents</li> <li>Glossary</li> <li>Electronic menu</li> <li>Icons</li> <li>Text features</li> <li>Captions</li> <li>Bold print</li> <li>Subheadings</li> <li>Indexes</li> <li>Key words</li> <li>Sidebars</li> <li>Hyperlinks</li> </ul>	Label features of text with sticky notes	Books and/or informational texts  Sticky notes	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
5 <sup>th</sup> Month	ELA.1.R.C2.6 distinguish between information provided by pictures or other illustrations and information provided by the words in an informational text.	I can tell if the information comes from the pictures or the text.	*How do images and words provide information?	<ul style="list-style-type: none"> <li>Illustrations</li> </ul>	Students list details after reading text or viewing a picture	Picture texts  Informational texts	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
5 <sup>th</sup> Month	ELA.1.R.C3.3 use the illustrations and details in a text to describe its key ideas in informational texts.	I can use illustrations and details in a text to describe the key (important) ideas. (informational text)	*How can illustrations help me understand information?	<ul style="list-style-type: none"> <li>Text</li> <li>Illustration</li> <li>Details</li> </ul>	Students identify key ideas by looking at an illustration from an informational text.  Highlight words in text related to	Informational texts  Highlighters or highlighter tape  Post it notes	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	

					illustration.			
5 <sup>th</sup> Month	ELA.1.W.C9.3 write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use transitional words to signal event order and provide some sense of closure.	I can write a narrative piece. My piece will include:  details about what happened  transition words that show order of events  a closing sentence	How can I include details to express an event in order?	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Sequence of events</li> <li>• Temporal</li> <li>• Word</li> </ul>	Students write stories to describe special days or personal experiences.	Student journals  Writing paper  Crayons  Pencils	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
5 <sup>th</sup> Month	ELA.1.W.C10.3 with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I can use technology to produce and publish writing pieces. (with or without my peers)	How can technology be used as a tool to write, publish, and/or collaborate?	<ul style="list-style-type: none"> <li>• Publish</li> <li>• Produce</li> <li>• Collaborate</li> <li>• Digital</li> <li>• Tools</li> </ul>	Students use creative writing software to create writing with words and illustrations.	Computer software  Student rough drafts of work	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
5 <sup>th</sup> Month	ELA.1.SL.C13.3 ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	I can answer questions to gather information or better understand what a speaker says.  I can ask questions to gather information or better understand what a speaker says.	What kinds of questions should I ask during a presentation to increase my understanding?	<ul style="list-style-type: none"> <li>• Ask</li> <li>• questions</li> <li>• Answer</li> <li>• questions</li> <li>• Complete</li> <li>• sentence</li> <li>• Clarification</li> </ul>	Have a guest speaker to visit class and allow students to have a “Q and A” exchange about what they learned.  Oral presentations and answer peer questions.	Guest speaker  Notecards for questions  Notecards for presentations	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	

5 <sup>th</sup> Month	ELA.1.L.C17.1 determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.	I can orally describe people, places, things and events with appropriate details.  I can express my ideas and feelings clearly.	What strategies can help me determine the meaning of unknown words?	<ul style="list-style-type: none"> <li>Describe</li> <li>Details</li> <li>Events</li> <li>Familiar</li> </ul>	Use “skip and read over” strategy to determine the meaning of unknown words.  Learn affixes and meanings.  Work in groups to generate root words with inflectional endings.	Grade level texts  Root word lists  Marker boards with erasers and markers	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
7 <sup>th</sup> Month	ELA.1.R.C3.4 identify the reasons an author gives to support points in an informational text.	I can identify the supporting details of a text. (informational text)	How does an author support what he says in the text?	<ul style="list-style-type: none"> <li>Reasons</li> <li>Text</li> </ul>	Students identify key points in text and state supporting reasons with a partner.	Informational texts  List of key points from the text – teacher provided	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
7 <sup>th</sup> Month	ELA.1.R.C3.5 identify basic similarities in and differences between two informational texts on the same topic (e.g., in illustrations, descriptions or procedures).	I can identify similarities (alike) between two texts on the same topic.  I can identify differences between two texts on the same topic.	How can two texts be the same or different?	<ul style="list-style-type: none"> <li>Compare/contrast</li> <li>Different/alike</li> </ul>	Complete Venn diagrams to show likenesses and differences between texts.	Venn diagram  Pencils  Texts for comparison	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	



7 <sup>th</sup> Month	ELA.1.W.C9.1 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.	I can write an opinion piece. My piece will include:  a topic or name of the book  an opinion about the topic or book  reasons for the opinion  a closing sentence	How do writers express an opinion?  • How can I use reasons to support my opinion?	<ul style="list-style-type: none"> <li>Opinion</li> <li>Closure</li> </ul>	Brainstorm lists of topics, complete graphic organizer, state opinions about topics, give reasons for opinions, and write closing statements.  Partner with peer with differing opinion to discuss reasons for differences.	Chart paper  Graphic organizer  Writing materials	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
7 <sup>th</sup> Month	ELA.1.W.C9.2 write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.	I can write an informational piece. My piece will include:-  *a topic  *facts about the topic  *a closing sentence	How can I use facts to write an informational piece?	<ul style="list-style-type: none"> <li>Non---fiction/informational text</li> <li>Explanatory</li> <li>Topic</li> <li>Closure</li> </ul>	Create science posters on selected topic.  After reading informative text, list 3 facts about topic and write concluding sentence.	Poster paper  Markers  Informational texts  4 Square Organizer	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	
7 <sup>th</sup> Month	ELA.1.SL.C13.1 participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	I can listen in a discussion with my peers.  I can take turns speaking in a discussion with my peers.  I can stay focused in a discussion with my peers about a topic or text.	<ul style="list-style-type: none"> <li>When is an appropriate time to ask or answer questions?</li> <li>How can I add to a conversation?</li> </ul>	<ul style="list-style-type: none"> <li>Turn---taking</li> <li>Listening to speaker</li> <li>Eye contact</li> <li>Think---pair---share</li> </ul>	Group discussions and demonstrate positive behaviors.	Selected topic to discuss  Review "conversation behaviors" anchor chart	Personal communication Written Journals Observation Formal Checklist Running records Rubrics for writing	

		<p>I can add to conversations in a discussion with my peers.</p> <p>I can ask questions when I don't understand in a discussion with my peers.</p>						
7 <sup>th</sup> Month	<p>ELA.1.L.C17.2 with guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>I can describe words in a category by using one or more attributes.</p> <p>I can tell the connection between words and their real life use.</p> <p>I can sort familiar objects to better understand the meaning of words.</p> <p>I can define, act out, or choose verbs and adjectives that have almost the same meaning.</p>	<p>How do I recognize word patterns?</p>	<ul style="list-style-type: none"> <li>• Illustration</li> <li>• Visual</li> <li>• display</li> <li>• Provide</li> <li>• Additional</li> </ul>	<p>Sort individual word cards into previously identified categories.</p>	<p>Word cards</p> <p>Category headliners</p> <p><u>Word Nerds</u> by Brenda Overturf</p>	<p>Personal communication</p> <p>Written Journals</p> <p>Observation</p> <p>Formal Checklist</p> <p>Running records</p> <p>Rubrics for writing</p>	
9 <sup>th</sup> Month	<p>ELA.1.R.C8.1 read with sufficient accuracy and fluency to support comprehension.</p>	<p>I can read with purpose and understanding. (on level text)</p> <p>I can use context clues to know if I am reading words correctly by self-correcting when needed.</p>	<p>Why is it important to read with purpose?</p> <p>How do I read for understanding?</p> <p>Why is reading with expression important?</p>	<ul style="list-style-type: none"> <li>• Accurately</li> <li>• Smoothly</li> <li>• With expression</li> <li>• Strategy use</li> <li>• Reading for meaning</li> <li>• Setting a purpose</li> </ul>	<p>Students read text and respond to questions.</p> <p>Reader's Theater</p> <p>Partner Read Aloud</p> <p>Repeated reading of familiar text</p>	<p>Grade level texts</p> <p>Reader's Theater material</p>	<p>Personal communication</p> <p>Written Journals</p> <p>Observation</p> <p>Formal Checklist</p> <p>Running records</p> <p>Rubrics for writing</p>	

		<p>I can use context clues to know if what I am reading makes sense.</p> <p>I can read with accuracy, appropriate speeds, and expression on repeated readings. (on level)</p> <p>I can use words with more than one meaning correctly.</p>						
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## Website Resources:

- Waltke's Web <http://classroom.jc-schools.net/waltkek/>
- Learn 21 <http://wvde.state.wv.us/learn21/1/2/>
- Fun English Games <http://www.funenglishgames.com/>
- Interactive Sites <http://interactivesites.weebly.com/>
- Fun 4 the Brain <http://fun4thebrain.com/english.html>
- Fun Brain <http://www.funbrain.com/FBSearch.php?Grade=1>
- PBS Kids <http://pbskids.org/>
- Jan Brett <http://www.janbrett.com/index.html>
- Eric Carle <http://www.eric-carle.com/home.html>
- Dr. Seuss <http://www.seussville.com/>
- Highlights Kids <http://www.highlightskids.com/>
- Spelling City <http://www.spellingcity.com/mrsgouzd/>
- Dinah Zike's Foldables <http://www.myteacherpages.com/webpages/plash/files/foldables.pdf>
- Classroom Timers <http://www.online-stopwatch.com/classroom-timers/>
- ABC Mouse <https://www.abcmouse.com/> 30 Day Trial
- Reading Egg <http://readingeggs.com/> Free Trial
- Education City <http://us.educationcity.com/> Free Trial
- Study Island <http://www.studyisland.com/> Site License Required

## **iPad App Resources**

**-Storia (Scholastic)**

**-Reading Timer (Scholastic)**

**-Pearson eText for Schools**

**-Spelling City**

**-Crossword Puzzles for Kids Lite**

**-Sight Words (Learning Games & Flash Cards)**

**-1<sup>st</sup> Grade Reading Comprehension Fiction Free**

**-1<sup>st</sup> Grade Reading Comprehension NonFiction Free**

**-Reading Raven**