Hillsborough Township Public Schools
1st Grade

Literature Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Unit 1 Building a Literacy Community (narrative): Readers Build Good Habits 25 days							
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	RL.1.1 Ask and answer questions about key details in a text.	Identify key details in a text (e.g. who, what, where, when, why, and how)	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/ Assessment.

Teacher observation of good fit books | 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. | 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings. |
| What makes a story a "great" story? | Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. | 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. | 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. | Read or listen to books that tell stories.

Read or listen to books that give information. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/ Assessment

Teacher observation of class participation during guided or shared reading. | | 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings. |
| What do good readers do? | Effective readers use a variety of strategies to make sense of the ideas and details presented in the text. | Read and comprehend complex literary and informational texts independently and proficiently. | RL 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | Read first grade sight words. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District | | |

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					Reading Inventory/ Assessment Ongoing individual assessment of first grade sight words.		
What do good readers do? What do good writers do?	Foundational elements of literacy require a working knowledge of the organization and basic features of print.	n/a	RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Identify letters, words and sentences. Recognize that words are separated by spaces before and after them. Recognize that a sentence ends with a punctuation mark.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
Why are sounds and letters important? How do sound sand letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.	n/a	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment	Identify the sound each letter makes. Break words into beginning, middle, and ending sound segments.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

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			spoken single-syllable words into their complete sequence of individual sounds (phonemes).				
What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	n/a	RF.1.4 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.	Reread with corrections when necessary. Read fluently	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
What do good writers do?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to	Use details to explain what happened in the story. Write a story with events placed in the correct order.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric October Writing Prompt		

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			signal event order, and provide some sense of closure.				
Does my writing focus on one topic? Is my writing clear and focused? Does my story make sense?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Write about a topic. Answer questions about my writing.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric October Writing Prompt		
What makes collaboration meaningful?	Comprehension is enhanced through a collaboration process of sharing and evaluating ideas.	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.	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on	Identify and follow the agreed upon rules for discussion. Listen to the comments of others and share my own ideas.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.		9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

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			others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.				
What are the rules of spelling?	Effective communication of ideas when speaking or writing realizes on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and	Use common spelling patterns when writing words. Spell new words by sounding out letters and using known spelling words.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric		

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			spelling conventions.				

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Unit II Reading and Writing Narrative Text: Tackling Tricky Troubling Text 30 days							
What do good readers do?

Does the text look right?

Does the text sound right?

Does the text make sense? | Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RL.1.2
Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Retell stories use key details. | Formative:
Teacher observation
Anecdotal Notes
Reader's Conference
Running records

Summative:
District Reading Inventory/ Assessment. | | |
| What do good readers do?

Who are the characters?

What is the setting and major events? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text | RL.1.3
Describe characters, settings, and major events in a story, using key details. | Identify the characters, setting, and major events in the story. | Formative:
Teacher observation
Anecdotal Notes
Reader's Conference
Running records

Summative:
District Reading Inventory/ Assessment. | | 9.1.4.A.1
Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.5
Apply critical thinking and problem-solving skills in classroom and family settings. |
| How to the pictures help us read and understand the story? | To gain keener insight into the integration of knowledge and ideas, effective | Integrate and evaluate content presented in diverse media and formats, including | RL.1.7
Use illustrations and details in a story to describe its characters, setting, or | Examine and describe illustrations.
Identify and describe the characters, setting, or event of a story using | Formative:
Teacher observation
Anecdotal Notes
Reader's | | |

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	readers analyze and evaluate content, reasoning, and claims in diverse formats.	visually and quantitatively, as well as in words.*	events.	illustrations and details.	Conference Running records

Summative: District Reading Inventory/ Assessment. | | |
| What do good readers do? | Effective readers use a variety of strategies to make sense of the ideas and details presented in the text. | Read and comprehend complex literary and informational texts independently and proficiently. | RL 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | Read first grade sight words. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/ Assessment. | | |
| Why are sounds and letters important?

How do sound and letters create words? | Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader. | n/a | RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). 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 | Identify short vowel sounds in single-syllable words (cat, sit, and hop).

Identify the sound each letter makes.

Break words into beginning, middle and ending sound segments.

Sound out words by blending letter sounds | Formative- Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory

Summative: District Reading Inventory or Assessment Spelling Inventory | | |

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			sequence of individual sounds (phonemes).				
How do sounds and letters create words? When a word doesn't make sense, what can I do?	Word analysis and decoding skills are foundational for success as a reader.	n/a	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode regularly spelled one-syllable words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. g. Recognize and read grade-appropriate irregularly spelled words.	Identify the sounds each letter makes. Decode one syllable words by sounding out each letter. Identify and create the sounds common digraphs make. Recognize that all syllables have a vowel sound. Recognize and read irregular spelled words.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	n/a	RF.1.4 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	Recognize when a word I have read does not make sense. Self-correct misread or misunderstood words using context clues. Reread with corrections when necessary. Read fluently.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading		9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. 9.1.4.A.5 Apply critical thinking and

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			successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary		Inventory or Assessment Spelling Inventory		problem-solving skills in classroom and family settings.
What do good writers do? What is my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Place story events in the correct order. Write a story with events placed in the right order. Use details to describe what happened in my story. Use words (before, during, after) to show event order in my story. Write an ending from my story that provides a sense of closure.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Celebration (Published) Piece Personal Narrative		
How can I make my writing better?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Write about a topic. Answer questions about writing. Listen to ideas from teachers and peers about writing. Add details that will help the reader understand the topic.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Celebration (Published) Piece		

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What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Identify and follow the agreed upon rules for discussion.

Listen to the comments of others and share ideas.

Ask questions to help with understanding. | Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes. | | |
| What makes collaboration meaningful? | Comprehension is enhanced to a collaborative process of sharing and evaluating ideas. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and | SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Identify information from a text being read aloud.

Ask and answer questions about key details in a text or presentation. | Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes. | 6.3.4.D.1 Identify actions that are unfair or discriminatory, and propose solutions to | 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different |

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		orally.			Guided or shared reading discussion.	address such actions.	settings (at home, at school, and during play).
What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask questions about a presentation to gain understanding or more information. Answer questions about a speaker's presentation.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes (Morning meeting, sharing, star of week)		
What makes a presentation "great"?	Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.	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.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Use details to describe people, places, things and events. Express ideas and feelings clearly.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes. (Morning meeting, sharing, star of week)		
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a. Print all upper- and	Print all upper and lowercase letters correctly. Explain the difference between common nouns and proper nouns. Identify and write common	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative:		

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	language.		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). f. Use frequently occurring adjectives j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	nouns correctly by beginning them with lowercase letters. Identify and write proper nouns correctly by beginning them with capital letters. Respond to questions by writing simple and compound sentences. Write simple and compound sentences that make a statement, ask a question, make a demand, or make an exclamatory.	Writing Scoring Rubric Grammar Practice (ex. DGP)		
Why do the rules of language matter?	Effect communication of idea when speaking or writing relies on the appropriate use of the conventions of	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when	Capitalize days of the week, months, and names of people when writing. Identify end punctuation marks such as periods, exclamation points and question marks.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative:		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			language. writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	Use the correct end punctuation in writing. Use common spelling patterns when writing words. Spell new words by sounding out letters and using known spelling rules.	Writing Scoring Rubric Grammar Practice (ex. DGP)		
When a word doesn't make sense, what can I do?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.	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.	L.1.4 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. a.Use sentence-level context as a clue to	Determine the meaning of unknown and multiple meaning words using context clues in a sentence.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric Teacher observation of		

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			the meaning of a word or phrase.		student participation in guided reading and shared reading.		

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Unit III Reading and Writing Informational Text: All About Books 15 days							
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	RI.1.1 Ask and answer questions about key details in a text.	Explain that a key detail is an important part of a text.

Identify key details in a text. (5W and 1H) | Formative: Teacher Observation, Anecdotal Notes, Reader's Conference

Summative: District Reading Inventory / Assessment

Graphic Organizer | | 9.1.4.A.5 Apply critical thinking and problem-solving skills in the classroom and family settings. |
| What do good readers do? | Effective readers use a variety of strategies to make sense of key ideas and details presented in text. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RI.1.2 Identify the main topic and retell key details of a text. | Identify/define main idea/topic (who or what the text is about).

Retell the key details of a text. | Formative: Teacher Observation, Anecdotal Notes, Reader's Conference

Summative: District Reading Inventory / Assessment

Graphic Organizer | | |

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What do good readers do? Am I clear about what I just read?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Identify individuals, events, ideas, or pieces of information in a text. Describe a connection between two individuals, two events, two ideas or pieces of information in a text (ex. The sun and the moon are both in the sky).	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizer (Venn Diagram, T-chart)		
What words in the text are unclear? How can learn the meaning of unknown or unclear words?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Identify unknown or unclear words or phrases. Clarify or learn the meaning of words and phrases by asking and answering questions.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizer (Word Web)		
How do I locate key facts or information in a text?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding	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	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Identify and give examples of text features. Explain how text features help locate key facts or information. Locate key facts or information using text features.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Students will highlight various text features		

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					(students could use clear overlays or highlighting tape)		
How are these texts alike and different?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast two texts on the same topic.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizers (Venn Diagram, T-chart)		
What do good readers and writers do while using informational text?	Foundational elements of literacy require a working knowledge of the organization and basic features of print.	n/a	RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Recognize that words are combined to make sentences. Recognize that the first word in a sentence is capitalized.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory Grammar Practice (ex. DGP)		
Why are sounds and letters important? How do sounds and letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.	n/a	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Isolate and	Identify short vowel sounds in a single syllable word. Identify the sound each letter makes.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory		

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			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).	Recognize that blending letters can create new sounds. Sound out words by blending letter sounds. Break words into beginning, middle and ending sound segments.	Summative: District Reading Inventory or Assessment Spelling Inventory		
How do sounds and letters create words? When a word doesn't' make sense, what can I do?	Word analysis and decoding skills are foundational for success as a reader.	n/a	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word, words into syllables. g. Recognize and read grade-appropriate irregularly spelled words.	Identify the sounds each letter makes. Identify and create the sounds common digraphs make. Decode one syllable words by sounding out each letter. Recognize that all syllables have a vowel sound. Recognize and read irregularly spelled words.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
What do good readers do?	Fluent readers accurately process print with	n/a	RF.1.4 Read with sufficient accuracy and fluency to	Explain that reading fluently means my reading is easy, smooth	Formative-Reader's Conference, Teacher Observation,		

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Why does fluency matter?	expression at an appropriate rate.		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	and automatic.\n\nRecognize when a word I have read does not make sense.\n\nSelf-correct misread or understood words using context clues.\n\nReread with corrections when necessary. Read fluently.\n\nRead grade level text fluently and demonstrate my comprehension with meaningful voice, timing and expression.	Anecdotal Notes Spelling/phonics Inventory\n\nSummative: District Reading Inventory or Assessment Spelling Inventory		
What do good writers do when writing informative text?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Select a topic and identify facts to share.\n\nWrite an informative paper with a topic and facts.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions\n\nSummative-Writing Scoring Rubric\n\nCelebrated published piece (Short conducted research project, How-to, or All About Books)		
How can my classmates and teachers help	Producing clear ideas as a writer involves selecting	Develop and strengthen writing as needed by	W.1.5 With guidance and support from adults,	Write about a topic.\n\nAnswer questions about	Formative-Writer's Conference, Teacher Observation		

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make my writing better?	appropriate style and structure for an audience is strengthened through revision and technology.	planning, revising, editing, rewriting, or trying a new approach.	focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	my writing. Listen to ideas, teachers, and peers have about my writing. Add details that will the reader understand the topic.	Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric		
What do good researchers do?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Research with a topic with others. Work with others to write about a research topic.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Celebrated published piece (Short conducted research project, How-to, or All About Books)		
What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the	Identify and follow the agreed upon rules for discussion. Listen to the comments of others and share ideas. Ask questions to help with understanding.	Formative – Reader's Conference, Writer's Conference, Teacher Observation, Anecdotal Notes.		9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, at school, and during play).

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.				
What makes collaboration meaningful?	Comprehension is enhanced to a collaborative process of sharing and evaluating ideas.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Identify information from a text being read aloud. Ask and answer questions about key details in a text or presentation.	Formative – Reader's Conference, Writer's Conference, Teacher Observation, Anecdotal Notes.		9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask questions about a presentation to gain understanding or more information. Answer questions about a speaker's presentation.	Formative – Reader's Conference, Writer's Conference, Teacher Observation, Anecdotal Notes.		
What makes a presentation "great"?	Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual	Present information, findings, and supporting evidence such that listeners can follow the line of	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Use details to describe people, places, things and events. Express ideas and feelings clearly.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.		

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	displays, technology, and the appropriate use of language.	reasoning and the organization, development, and style are appropriate to task, purpose, and audience.					
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. 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). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (an, but, so). j. Produce and expand complete simple	Print all upper and lowercase letters correctly. Explain the difference between common nouns and proper nouns. Identify and write common nouns correctly by beginning them with lowercase letters. Identify and write proper nouns correctly by beginning them with capital letters. Respond to questions by writing simple and compound sentences. Write simple and compound sentences that make a statement, ask a question, make a demand, or make an	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric Grammar Practice (ex. DGP)		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	exclamatory. Identify common conjunctions and use them correctly to combine words and phrases.			
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	Capitalize days of the week, months, and names of people when writing. Identify end punctuation marks such as periods, exclamation points and question marks. Use the correct end punctuation in writing. Place a comma between the day and the year of a date. Use common spelling patterns when writing words. Spell new words by sounding out letters and using known spelling rules.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric Grammar Practice (ex. DGP)		
When a word doesn't make sense, what can I	Effective readers and writers use knowledge of the	Determine or clarify the meaning of unknown and	L.1.4 Determine or clarify the meaning of unknown	Determine the meaning of unknown and multiple meaning	Formative-Writer's Conference, Teacher Observation, Anecdotal		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
do?	structure and context of language to acquire, clarify and appropriately use vocabulary.	multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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.	words using context clues in a sentence.	Notes, drafts, revisions Summative: Writing Scoring Rubric		
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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).	Sort words into categories. Define words by categories using common traits.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Discover new words and phrases through reading, listening, and conversations.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Unit IV Reading and Writing Fictional Text-Author Study Kevin Henkes **40 Days**							
What do good readers do?

Am I clear about what I just read? How do I know? | Effective readers use a variety of strategies to make sense of key ideas and details presented in the text | 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. | RL.1.1 Ask and answer questions about key details in a text. | Explain that a key detail is an important part of a text.

Identify key details in a text.

Ask and answer questions about key details. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/Assessment. | 6.3.4.D.1

Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. | |
| What do good readers do?

Does the text look right?

Does the text sound right?

Does the text make sense? | Effective readers use a variety of strategies to make sense of key ideas and details presented in the text. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Retell stories use key details. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/Assessment. | | |

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What do good readers do? Who are the characters? What is the setting and major events?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RL.1.3 Describe characters, settings, and major events in a story, using key details.	Identify the characters, setting, and major events in the story. Use key details to describe characters, setting and major events in a story.	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records Summative: District Reading Inventory/Assessment.		
Why did author use these words? What makes a story a "great" story?	Analyzing text for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify the five senses. Identify words and phrases in a story or poem that tell how something looks, sounds, tastes, feels, or smells.	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records Summative: District Reading Inventory/Assessment.		
How are fiction and non-fiction text organized differently?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	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.	Read or listen to books that tell stories. Read or listen to books that give information. Explain the differences between books that tell stories and books that give information.	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records Summative: District Reading Inventory/Assessment.		

Reading Lit-red, Reading Information-purple; Writing-green; S &L-orange; Language –blue; Foundational-Black

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Who is telling the story and why is that important?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Assess how point of view or purpose shapes the content and style of a text.	RL.1.6 Identify who is telling the story at various points in a text.	Identify the characters in the story. Recognize when more than one character is telling the story. Identify when the character telling the story changes. Identify the character telling the story at any point.	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records Summative: District Reading Inventory/Assessment. Student completed story maps with character elements.		
How to the pictures help us read and understand the story?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Examine and describe illustrations. Identify details in a story that tell me about the characters, setting, or events. Describe the characters, setting, or events of a story using illustrations and details.	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records Summative: District Reading Inventory/Assessment.		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Who are the characters in the story, and what are their adventures and experiences?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reason, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Identify characters in stories I read or hear.

Describe the adventures and experiences of characters in stories I read or hear. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/Assessment.

Graphic Organizer (Venn Diagram) | | |
| What do good readers do? | Effective readers use a variety of strategies to make sense of the ideas and details presented in the text. | Read and comprehend complex literary and informational texts independently and proficiently. | RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for 1st grade. | Read first grade sight words.

Read short books and ask for help when needed. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/Assessment. | | |

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What do good readers do? What do good writers do?	Foundational elements of literacy require a working knowledge of the organization and basic features of print.	n/a	RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	*previous learning targets should still be considered Recognize that words are combined to make sentences Recognize that the first word in a sentence is capitalized.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Why are sounds and letters important? How do sound sand letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.	n/a	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	*previous learning targets should still be considered Recognize that blending letters can create new sounds Sound out words by blending letter sounds.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
How do sounds and letters create words? When a word doesn't make sense, what can I do?	Word analysis and decoding skills are foundational for success as a reader.	n/a	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	*All previous learning targets should still be considered. Identify words with common inflectional endings (ex. –s) and read them correctly.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

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What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	n/a	RF.1.4 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	*All previous learning targets should still be considered. Read grade-level text fluently and demonstrate comprehension with meaningful voice, timing, and expression.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory .		
What do good writers do? What is my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use	Place story events in the correct order. Write a story with events placed in the right order. Use details to describe what happened in my story. Use words (before, during,	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Celebration		

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
			temporal words to signal event order, and provide some sense of closure.	after) to show event order in my story. Write an ending from my story that provides a sense of closure.	(Published) Piece of Fictional Narrative		
How can my classmates and teachers help make my writing better?	Producing clear ideas as a writer involved selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Write about a topic. Answer questions about my writing. Listen to ideas, teachers, and peers have about my writing. Add details that will the reader understand the topic.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric		
Writing clearly: What makes a difference? Final Product; What does it take?	Producing clear ideas as a writer involves selecting appropriate styles and structure for an audience and is strengthened through revision and technology.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Identify digital tools that will help me produce and publish my writing. Use digital tools to produce and publish my writing. Use digital tools to work with others.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Published piece with digital tool.		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What makes a presentation "great"? "What I say" versus "how I say it", does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.1.6 Produce complete sentences when appropriate to task and situation	Recognize a complete sentence (a group of words that expresses a complete thought) Use complete sentences when needed.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes. Celebration (Published) Piece of Fictional Narrative		
Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ***all other subset standards should be revisited. e. use verbs to convey a sense of past, present and future anyone, everything). h. use determiners (ex. Articles-a, an ,the Demonstrative-this, that, these, those	*All previous learning targets should still be considered. Write basic sentences that use singular nouns with singular verbs and plural nouns with plural verbs. Define pronouns. Identify the verbs change when showing actions that happened in the past, present, or future and use verbs correctly. Explain that determiners are words that introduce nouns and use common determiners (ex, a, an, the, this, that, these, those)	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric Grammar Practice (ex. DGP)		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. **previous subset standards should be revisited. 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.	Sort words into categories. Define words by categories using common traits. Connect words I hear and read to the real world. Tell the difference between similar verbs by defining, choosing, or acting out the meanings. Tell the difference between similar adjectives b defining, choosing or acting out the meanings.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric		

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When a word doesn't make sense, what can I do? When do I use new words in my speaking and writing appropriately?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.	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	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Discover new words and phrases through reading, listening and conversations. Use new words and phrases when speaking and writing. Use conjunctions when speaking and writing.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric		

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Unit V Reading and Writing Informational Text-Part II How-To Books **40 Days**							
What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	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.	RI.1.1 Ask and answer questions about key details in a text.	Explain that a key detail is an important part of a text. Identify key details in a text. (5W and 1H) Ask and answer questions about key details in a text.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizer		

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What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.1.2 Identify the main topic and retell key details of a text.	Identify/define main idea/topic (who or what the text is about). Retell the key details of a text.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizer		
How do I describe the connections in informational text?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Identify individuals, events, ideas, or pieces of information in a text. Describe a connection between two individuals, two events, two ideas or pieces of information in a text (ex. The sun and the moon are both in the sky).	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizer (Venn Diagram, T-chart)		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
Author's choice; Why does it matter? How can I learn the meaning of unknown or unclear words?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Identify unknown or unclear words or phrases. Clarify or learn the meaning of words and phrases by asking and answering questions.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizer (Word Web)		
How do I locate key facts or information in a text?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding	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	RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Identify and give examples of text features. Explain how text features help locate key facts or information. Locate key facts or information using text features.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Students will highlight various text features (students could use clear overlays or highlighting tape)		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
How is the information I get from pictures different from the information I get from words?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding	Assess how point of view or purpose shapes the content and style of a text.	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Explain what I learned from reading or hearing the words of a text. Tell the difference between what I learned from pictures or illustrations and what I learned from words.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment		
How does the way text is presented make it more interesting?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse format.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Describe an illustration in a text. Identify details in a text. Use the illustration and details in a text to describe the key ideas.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizer		

Reading Lit-red, Reading Information-purple; Writing-green; S &L-orange; Language –blue; Foundational-Black   Page **42** of **65**

Hillsborough Township Public Schools
1st Grade

Literature Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
What is the main topic and how does the author support it with details?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse format.	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.	RI.1.8 Identify the reasons an author gives to support points in a text.	Identify why an author wrote a text. Identify the points an author makes in a text. Identify the reasons an author gives to support the points in a text.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment		
How are these texts alike and different?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast two texts on the same topic.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment Graphic Organizers (Venn Diagram, T-chart)		
What do good readers do with informational text?	Effective readers use a variety of strategies to make of the ideas and details presented in text.	Read and comprehend complex literary and informational texts independently and proficiently.	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	Identify and read sight words. Read short informational text and ask for help when needed.	Formative: Teacher Observation, Anecdotal Notes, Reader's Conference Summative: District Reading Inventory / Assessment		

Reading Lit-red, Reading Information-purple; Writing-green; S &L-orange; Language –blue; Foundational-Black

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What do good readers and writers do while using informational text?	Foundational elements of literacy require a working knowledge of the organization and basic features of print.	n/a	RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	** Previous learning targets should be revisited. Recognize that words are combined to make sentences. Recognize that the first word in a sentence is capitalized.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
Why are sounds and letters important? How do sounds and letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.	n/a	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a.Distinguish long from short vowel sounds in spoken single syllable words **previous sub standards should be revisited	Identify long vowel sounds in single syllable words Tell the difference between long and short vowel sounds	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

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How do sounds and letters create words? When a word doesn't make sense, what can I do?	Word analysis and decoding skills are foundational for success as a reader.	n/a	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. **previous sub standards should be revisited c. Know final –e and common vowel team conventions for representing long vowel sounds e. Decode two-syllable words following basic patterns by breaking the words into syllables.	** Previous learning targets should be revisited Recognize long vowel sounds created using a final –e and common vowel teams. Decode two syllable words by breaking them into vowel sound segments	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

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What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	n/a	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. **previous sub standards should be revisited	** Previous learning targets should be revisited Explain that reading	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
What do good writers do when writing informative text?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Select a topic and identify facts to share. Write an informative paper with a topic and facts.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Celebrated published piece (Short conducted research project, How-to, or All About Books, Young Author's Day Book)		

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How can my classmates and teachers help make my writing better?	Producing clear ideas as a writer involved selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Write about a topic. Answer questions about my writing. Listen to ideas, teachers, and peers have about my writing. Add details that will the reader understand the topic.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric		
Writing clearly: What makes a difference? Final Product; What does it take?	Producing clear ideas as a writer involves selecting appropriate styles and structure for an audience and is strengthened through revision and technology.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Identify digital tools that will help me produce and publish my writing. Use digital tools to produce and publish my writing. Use digital tools to work with others.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Published piece with digital tool		

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What do good researchers do?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Define research and explain how research is different from other types of writing. Research with a topic with others. Work with others to write about a research topic.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Celebrated published piece (Short conducted research project, How-to, or All About Books)		
What do good researchers do?	Effective research presents an answer to a question, demonstrated understanding of the inquiry, and properly cites information from multiple sources.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Answer questions using information recalled or gathered.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Students write facts on sticky notes.		

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What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. **previous sub standards should be revisited	Identify and follow the agreed upon rules for discussion. Listen to the comments of others and share ideas. Ask questions to help with understanding.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.		
What makes collaboration meaningful?	Comprehension is enhanced to a collaborative process of sharing and evaluating ideas.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Identify information that is presented in different formats (charts, graphs) Identify information from a text being read aloud. Ask and answer questions about key details in a text or presentation.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.		

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What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask questions about a presentation to gain understanding or more information.

Answer questions about a speaker's presentation. | Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes. | | |
| What makes a presentation "great"? | Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language. | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Add drawings or visuals displays to clarify my ideas, thoughts, or feelings. | Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes. | | |

Reading Lit-red, Reading Information-purple; Writing-green; S &L-orange; Language –blue; Foundational-Black

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Why do the rules of language matter?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **All sub standards need to be revisited and should include. i. Use frequently occurring prepositions	** Previous learning targets should be revisited Identify common prepositions and use them correctly.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric Grammar Practice (ex. DGP)		
Why do the rules of language matter? Communicating clearly; What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **All sub standards need to be revisited and should include…	** Previous learning targets should be revisited I can use the comma to separate three or more words in a series. Place a comma between the day and the year of the date.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric Grammar Practice (ex. DGP)		

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			c. Use commas in dates and to separate single words in a series.				
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	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.	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Discover new words and phrases through reading, listening, and conversations. Use new words and phrases when speaking and writing. Use conjunctions when speaking and writing.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric		

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Unit VI Reading and Writing Traditional Literature-Fairy Tales 15 days							
What message is the author trying to tell us?	Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Define central message or lesson (overall idea an author is trying to share)

Determine the central message or lesson found in a story using key details. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/Assessment. | 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family setting. | |
| How are the characters' experiences in the story/stories alike and different? | To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reason, and claims in diverse formats. | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | RL.1.9 Compare and contrast the adventures and experiences of characters in stories. | Compare and contrast the adventures and experiences of characters by telling how they are alike and different. | Formative: Teacher observation Anecdotal Notes Reader's Conference Running records

Summative: District Reading Inventory/Assessment.

Graphic Organizer (Venn Diagram) | | |

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What do good readers and writers do while using informational text?	Foundational elements of literacy require a working knowledge of the organization and basic features of print.	n/a	RF.1.1 Demonstrate understanding of the organization and basic features of print. **Previous sub standards should be revisited	** Previous learning targets should be revisited.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
Why are sounds and letters important? How do sounds and letters create words?	Recognizing the relationship between sounds, syllables, and spoken words is foundational for future success as a reader.	n/a	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **Previous sub standards should be revisited	** Previous learning targets should be revisited.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

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How do sounds and letters create words? When a word doesn't make sense, what can I do?	Word analysis and decoding skills are foundational for success as a reader.	n/a	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. **Previous sub standards should be revisited	** Previous learning targets should be revisited	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	n/a	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. **Previous sub standards should be revisited	** Previous learning targets should be revisited	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

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How do I write a traditional literature story with the events placed in the right order?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Place story events in the correct order. Write a story with events placed in the right order. Use details to describe what happened in my story.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Give students a piece of traditional literature with events mixed up. Have them put the story in sequential order. Students work with a partner to write a traditional folk or fairy tale.		
How can my classmates and teachers help make my writing better?	Producing clear ideas as a writer involved selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Write about a topic. Answer questions about my writing. Listen to ideas, teachers, and peers have about my writing. Add details that will the reader understand the topic.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric		

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What makes a presentation "great"?	Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.	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.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Use details to describe people, places, things and events. Express ideas and feelings clearly.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.		
When a word or phrase doesn't make sense, what can I do?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.	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.	L.1.4 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.	Determine the meaning of unknown and multiple meaning words using context clues in a sentence.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric		

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21st Century Connections
When a word or phrase doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 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.	Connect words I hear and read to the real world. Tell the difference between similar verbs by defining, choosing, or acting out the meanings. Tell the difference between similar adjectives by defining, choosing, or acting out the meanings.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric		

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Unit VII Reading and Writing Poetry 15 Days							
Why did author use these words? What makes a poem a "great" poem?	Analyzing text for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.	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.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify the five senses. Identify words and phrases in a poem that tell how something looks, sounds, tastes, feels, or smells.	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records Summative: District Reading Inventory/Assessment. Students highlight words from a poetry sample that appeal to the five senses.		
What do good readers of poetry do?	Effective readers use a variety of strategies to make sense of the ideas and details presented in the text.	Read and comprehend complex literary and informational texts independently and proficiently.	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for 1st grade.	Read short poems and ask for help when needed.	Formative: Teacher observation Anecdotal Notes Reader's Conference Running records Summative: District Reading Inventory/Assessment. Choose an appropriate 1st grade poem and complete a running record.		

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					Students will answer: What was this poem about? AND What is a word or phrase that paints a picture in your head?		
What is the base word? What is the suffix?	Word analysis and decoding skills are foundational for success as a reader.	n/a	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. **previous sub standards should be revisited f. Read words with inflectional endings	** Previous learning targets should be revisited Identify words with common inflectional endings (Ex. –s, -ed, -ing) and read them correctly.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		

Reading Lit-red, Reading Information-purple; Writing-green; S &L-orange; Language –blue; Foundational-Black   Page **60** of **65**

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How do I read poetry fluently?	Fluent readers accurately process print with expression at an appropriate rate.	n/a	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. **previous sub standards should be revisited	Read grade level poetry fluently and demonstrate comprehension with meaningful voice, timing, and expression.	Formative-Reader's Conference, Teacher Observation, Anecdotal Notes Spelling/phonics Inventory Summative: District Reading Inventory or Assessment Spelling Inventory		
How do I express my opinion in writing?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Identify my opinion on a topic or poem. Support my opinion with a reason. Write an opinion piece with an opinion and supporting reasons.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric Students write an opinion piece with supporting details.		

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How can my classmates and teachers help make my poetry better?	Producing clear ideas as a writer involved selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Write about a topic. Answer questions about my writing. Listen to ideas, teachers, and peers have about my writing. Add details that will the reader understand the topic.	Formative-Writer's Conference, Teacher Observation Anecdotal Notes, Drafts, Revisions Summative-Writing Scoring Rubric		
What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	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	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. **previous sub standards should be revisited	Listen to the comments of others and share ideas.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.		

Reading Lit-red, Reading Information-purple; Writing-green; S &L-orange; Language –blue; Foundational-Black   Page **62** of **65**

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"What I say" versus "how I say it", does it really matter? What makes a presentation "great"?	Presentation of knowledge and ideas is enhanced through appropriate organizations and style for an audience via the use of visual displays, technology, and the appropriate use of language.	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.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Express ideas and feelings clearly.	Formative – Reader's Conference, Writer's conference, Teacher Observation, Anecdotal Notes.		
When a word doesn't make sense, what can I do?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.	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.	L.1.4 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. a. Use sentence-level context as a clue to the meaning of a word or phrase.	Determine the meaning of unknown and multiple meaning words using context clues in a sentence. Identify common affixes of unknown words (pre-, un-, -less) Use affixes to help me define new words. Identify root words and understand that adding –s, -ed, -ing changes the meaning of a root word.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric Highlight learning targets in various forms of text.		

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			b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (look) and their inflectional form (looks, looked, looking)				
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 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,	Connect words I hear and read to the real world. Tell the difference between similar verbs by defining, choosing, or acting out the meanings. Tell the difference between similar adjectives by defining, choosing, or acting out the meanings.	Formative-Writer's Conference, Teacher Observation, Anecdotal Notes, drafts, revisions Summative: Writing Scoring Rubric Portfolio assessment of student poetry		

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			scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.				