

TRG ELA Pacing Guide Summary

Grade: 1

Trimester 1

Overview

Should use 50/50 Literature and Informational Text each month as foundation for teaching literacy skills. Begins with basic skills and builds into more complex tasks and application.

September	October	November	
SL.1.1; SL.1.1a; SL.1.1b; SL.1.1c; SL.1.6; RF.1.2b; RF.1.2c; RF.1.2a; RF.1.2d; L.1.1a	SL.1.2; SL.1.3; SL.1.4; SL.1.5; RF.1.3a; RF.1.3b; RF.1.3c; RF.1.3d; L.1.2a; L.1.1j; L.1.2b; L.1.2c	RF.1.3e; RF.1.3f; RF.1.1a; L.1.1b; L.1.1c; L.1.1d; L.1.2d; L.1.2e; W.1.8	
Individual School Improvement Standards			
Individual Classroom Intervention Standards			
Trimester 2			
December	January	February	
RF.1.3g; L.1.1e; L.1.1f; W.1.3; RL.1.1; RI.1.1; RL.1.2; RI.1.2	RF.1.4c; L.1.1g; L.1.1h; L.1.4a; L.1.4b; L.1.4c; W.1.5; RL.1.3; RI.1.3; RL.1.7; RI.1.7; RI.1.6	L.1.1i; L.1.5a; L.1.5b; L.1.5c; W.1.7; RL.1.6; RI.1.8;	
Individual School Improvement Standards			
Individual Classroom Intervention Standards			

Trimester 3			
March	April	May	June
L.1.5d; L.1.6; W.1.1; RI.1.6; RL.1.4; RL.1.2	W.1.2; RI.1.9; RL.1.10	W.1.3 RI.1.10; RL.1.3; RL.1.9	RF.1.4a; RF.1.4b; RL.1.6; RL.1.9; RI.1.5; RI.1.8
Individual School Improvement Standards			
Individual Classroom Intervention Standards			

GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.1</p>	<p>Description: ASK AND ANSWER QUESTIONS ABOUT KEY DETAILS IN A TEXT.</p>		
	<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me where the story took place? • Can you tell me the important things that happened in the story? • Who are the characters in the story? What do you know about them? 		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>			<p>Board Objective: I can ask and answer questions about the details in text to become a better reader.</p>
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>The teacher can use a large hand graphic organizer. She writes a question on each of the fingers about key details in the text. Students come up and choose a question to answer for the group. Continue until all questions have been asked. Grouping: small</p> <p>Students are given two sets of sentence strips. One set has questions about key details in the text and the other set has answers. The students must match up a question strip with the correct answer strip. Grouping: partner</p> <p>Students have two signal cards. One is red</p>	<p>DRTA: The Directed Reading Thinking Activity is a comprehension strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension. Prepare a DRTA by marking breaks at thought-provoking stopping points in the text, points where your students can form and justify their predictions in response to questions similar to ‘What do you think will happen next?’ and ‘Why do you say that?’ In fiction, these points often occur just after a problem is introduced, and your students can predict possible solutions, using their knowledge of story grammar. (Stauffer, 1969)</p> <p>Pause and Wonder: While reading aloud, pause at predetermined points in the story and model how to “wonder” about the story. Invite students to share their “wonders” as well. Encourage student “wonders” to extend beyond predicting, and include aspects such as background, details, clarification, or motive. After modeling and practice, “Pause and Wonder” can be done in pairs, where students share their “wonders” with a partner. Some pairs may share their thoughts with the whole group. For example: “I wonder if the boy had ever been to the city before; I wonder what makes the mother’s special hat so special; or I wonder why the teacher did not let the students see what she was holding in her hands.”</p> <p>White Board Responses: After reading a story, ask a question about the text. Provide a list of possible responses: Yes, no, maybe, sometimes, etc. depending on the story/questions/level. Students respond to the question by writing one of the provided responses and the draw a picture or write the remainder of their response. The purpose of the second part of the answer is to show why they think the way they do or how they know their answer is correct. Students erase responses and repeat the same steps for all questions.</p>		<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcur/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and</p>

<p>and one is green. The teacher asks a question referring to key details in the text and calls on a student for a response. Students will raise the green card if they agree with the response or the red card if they disagree with the response. Then have a discussion about the correct response and why it is correct. The teacher can cite a part of the passage to prove the answer. After modeling, students will be able to support their answer in this manner as well. Grouping: whole or small</p> <p>Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must ask a person in their group a question about the key details in the text that starts with the word that is face up about the passage/story read. The other student responds. If the group doesn't agree, have students use the book or passage to</p>	<p><u>Daily 5/Café Strategies</u> Make and adjust predictions; use text to confirm Ask questions throughout the reading process</p> <p><u>Marzano's Strategies for use in Reading Literature include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences. Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned. Applications:</p>	<p>activities aligned with CCSS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literature Graphic Organizers (NC Public Schools)</p>
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<p>point out or support their answer. The teacher can inform the students as to how many times they roll the cube. Grouping: small or partner</p>	<p>-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.</p> <p>-Tell students if homework is for practice or preparation for upcoming units.</p> <p>-Maximize the effectiveness of feedback by varying the way it is delivered.</p> <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <p>-Assign timed quizzes for homework and have students report on their speed and accuracy.</p> <p>-Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <p>-Incorporate words and images using symbols to represent relationships.</p> <p>-Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <p>-Pause briefly after asking a question. Doing so will increase the depth of your students' answers.</p> <p>-Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Persisting</p> <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition)</p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations</p> <p>Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
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VOCABULARY:	ESSENTIAL QUESTIONS:
TEXT, DETAILS, QUESTIONS, ANSWERS,	HOW DO WE ASK AND ANSWER QUESTIONS ABOUT DETAILS? WHY IS IT IMPORTANT TO ASK AND DISCUSS QUESTIONS ABOUT THE DETAILS WE READ IN LITERATURE? WHAT ARE THE DETAILS IN TEXT?

GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.2</p>	<p>Description: IDENTIFY THE MAIN TOPIC AND RETELL KEY DETAILS OF A TEXT.</p>		
	<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me where the story took place? • Can you tell me the important things that happened in the story? • Who are the characters in the story? What do you know about them? 		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>			
<p>Board Objective: I can retell the key details of a story to improve my reading comprehension skills.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Main Idea Can: During reading, model think-alouds with students. After reading a story/passage, have students come up with the main idea. Write the main idea on a strip of paper and glue it to outside of a large coffee can, paint can, or any container. Then have students recall some key details from the story/passage. Write the details on strips and place inside the can. Students then pull the strips out of the can, put in order and then retell the story/passage and make the connection back to the main topic</p>	<p>Low-Battery Retell: After reading a story, list details/events from the story in sequential order. Tell students to pretend that they are talking to someone on their cell phone who needs to know about the story, but the battery is about to die any second. If they had to pick just a few things, from all the details/events listed in the story to hurry up and say before the phone died- what would be the most important things for them to let the other person on the phone know? Go through different options and discuss why some pieces of information would be more helpful than others for the other person to have as much of an understanding of the story possible.</p> <p>Oral retellings using props: Visual prompts help children organize their thoughts when retelling a story. Props such as finger puppets and felt boards provide a concrete structure to frame the story. Make simple puppets by photocopying or drawing the main characters from a story and gluing them to craft sticks. You can also use these with a felt board—a small board covered in felt—using adhesive or Velcro. (Owocki, 1999)</p> <p>Headline News: After exposure to the organization of newspaper articles, provide several sentences relating to a story read in class. Help students choose the sentence/headline phrase that represents the headline for the article (the central idea/lesson) and use the remaining sentences to tell the story beneath the headline. After sentences are in order, color or decorate the headline, so it is different from the rest of the “article” and is similar to a newspaper.</p> <p>Keep or Toss: After reading a story in class, list several details from the story. Go through the list with the class and help them identify which details to keep and which ones to toss for a good retell. Explain why some details are necessary for a retell and why some may be interesting, but not necessary.</p>	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>	

<p>or idea. Then ask students what the central message or lesson is from the story. Grouping: small</p> <p>Snowball toss: After reading a story, develop the main topic or idea with students and write the main topic or idea on a piece of paper. Put students in a circle on the floor. Wad the paper up and hand to a student. Have the student unwrap the paper and read the main topic or idea aloud and then provide a key detail from the story that supports the main idea. Continue tossing until you feel all key details have been mentioned. You may have to assist some of your students in the process. Be sure to have lots of discussion about the key details and how they support the main idea, as well as the central message or lesson from the story. Grouping: small</p>	<p><u>Daily 5/Café Strategies</u> Make and adjust predictions; use text to confirm Summarize text; include sequence of main events</p> <p><u>Marzano’s Strategies for use in Reading Literature include, but are not limited to:</u></p> <p><u>Identifying Similarities and Differences</u> The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCSS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.

-Tell students if homework is for practice or preparation for upcoming units.

-Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

-Assign timed quizzes for homework and have students report on their speed and accuracy.

-Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

-Incorporate words and images using symbols to represent relationships.

-Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

-Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

-Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during *Reading Literature* include, but are not limited to:

Persisting

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Thinking About Our Thinking (Metacognition)

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

Applying Past Knowledge to New Situations

Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

VOCABULARY:	ESSENTIAL QUESTIONS:
RETELL, STORY, CENTRAL MESSAGE, KEY DETAILS, UNDERSTANDING	HOW DO YOU RETELL FACTS IN A STORY? WHAT ARE THE MAIN IDEA(S) OF A STORY? HOW CAN WE SHOW THAT WE UNDERSTAND WHAT WE READ?

GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.3</p>	<p>Description: Describe characters, settings, and major events in a story, using key details. First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me where the story took place? • Can you tell me the important things that happened in the story? • Who are the characters in the story? What do you know about them? <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p>Board Objective: I can describe a story, discussing the key story elements, to become a better reader.</p>		
	ASSESSMENTS:	STRATEGIES:	RESOURCES:
	<p>After reading a text, students fill in the graphic organizer with the major events and key details in the beginning, middle, and end of the story. Students may use words and/or illustrations. Grouping: small, partner, or individual</p> <p>During and/or after reading of a text, complete the attached graphic organizer with students. (This could be enlarged and kept in your classroom for multiple uses and for</p>	<p>Who Am I?: After reading a story, provide a list of characters, using pictures or names. Give students “clues” about a character by describing characteristics and attributes. Students identify the “mystery” character being described and explain how they arrived at this conclusion.</p> <p>Step-by-step Drawing: Write directions for drawing a character or setting in a story. When writing steps, include direction to draw key details. Directions for a character may include a facial expression, scar, or item of clothing that is significant in explaining the character. For a setting, directions may include showing the weather, season, or color of a home. This allows for discussion on evaluating the importance of different details in the story as they relate to understanding of the text.</p> <p>Top 5 List: After reading a story, the teacher works with students to identify the top 5 events of the story. This activity can be adapted to a Top 10 or Top 3 List, as needed.</p> <p>Flow chart retellings: A flow chart is a way for a child to organize sequential information. Older children can use this technique for fiction and nonfiction texts with clearly sequenced events. The student begins by drawing the first box and writing the first event inside. He then connects the next box with a line and writes the second key event inside, continuing to add boxes until the retelling is complete. Adding boxes one at a time helps</p>	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access</p>

<p>students to use interactively in small groups or centers. The teacher may laminate the organizer and use wipe off markers when completing.) Once students have practiced, the teacher might complete a portion of the organizer and then ask students to complete the remaining parts of the graphic organizer with a small group, a partner, or individually. Students may use words and/or illustrations to show understanding of the characters, setting, major events and key details in a story. Grouping: whole, small, or partner</p> <p>After reading a story, allow each student to choose a character from the story to describe and illustrate. Invite students to draw using a small piece of paper or to make a life-size picture of the character. The students may write attributes of the character on their papers. Grouping: partner or individual</p>	<p>the child consider what information is important enough to add and the order in which events occurred (Morrow, 1985).</p> <p><u>Daily 5/Café Strategies</u> Use main idea and supporting details to determine importance Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p> <p><u>Marzano’s Strategies for use in Reading Literature include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to</p>	<p>and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCSS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literature Graphic Organizers (NC Public Schools)</p>
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<p>After reading a story, have students draw a picture of the setting. (You could use this Setting the Stage graphic organizer.) Encourage them to add details to their illustrations. Then have students share their illustrations and discuss the details in their drawing. Grouping: partner or individual</p> <p>Story on a Kite: Use this kite template. After reading a story, students draw a picture of the setting on one side of the kite and the characters on the other side. They can write events from the story on the bows that will be attached to the string of the kite. These can be shared and then hung in the classroom. Grouping: partner or individual</p>	<p>give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Persisting</p> <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition)</p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations</p>	
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	Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.	
VOCABULARY:	ESSENTIAL QUESTIONS:	
CHARACTERS, SETTING, EVENTS, STORY, KEY DETAILS	WHAT ARE THE ELEMENTS OF STORY? WHAT ARE CHARACTERS AND SETTING? HOW CAN YOU SUMMARIZE THE MAIN DETAILS OF A STORY?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.4</p>	<p>Description: IDENTIFY WORDS AND PHRASES IN STORIES OR POEMS THAT SUGGEST FEELINGS OR APPEAL TO THE SENSES.</p>		
	<p>First grade students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the difference between books that tell stories and books that provide information. First grade students should be able to name who is telling the story. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find the feeling words in this poem/story? • Is this book an informational book or a story book? How do you know? • Who is telling the story in this part of the book? 		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>Board Objective: I can identify words and phrases and appeal to the senses to improve my understanding of a poem or story.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Read a story or poem to the students or students may read with a partner or individually. Model creating a two doors book. Fold a piece of paper in half, and cut up the middle of one of the sides to the fold to create two flaps. Students will write the word “Feelings” on the left flap and the word “Senses” on the right flap. They will find words and phrases from the story that show feeling or appeal to the senses and write them under the correct flap. Grouping: partner or individual</p>	<p>Marking the Text: Using a big book or read aloud book, model identifying words that show feelings or senses. Mark these places in the text with a sticky note/arrow/dot. Explain how the word conveys certain feelings or senses. After modeling, this strategy becomes useful in a shared reading and small group setting, still incorporating the explanation of how the marked words convey feelings or appeal to senses.</p> <p>Emoticon Response: Supply students with a variety of emoticons to choose from (“smiley” faces showing a variety of expressions). Emoticons can be precut, for students to hold up or display. Or students could circle appropriate emoticons on a sheet of paper that provides a variety of emoticon choices. While reading a story, students use different emoticons to show the feelings expressed through the author’s words. Initially, the teacher can predetermine points in the text for students to identify feelings. As students improve their use of this strategy, they can display emoticons when they find places in the text that suggest feelings.</p> <p>Voice Expressions: While reading a story, as words that suggest feelings are read, have students to use “voice” or say the word in a manner that they feel represents the feeling evoked by the word.</p> <p>Visual Imagery: Begin reading a story that has words and/or phrases that suggest feelings or appeal to the senses. Pause after a few sentences or paragraphs that contain descriptive information. Share the image you've created in your mind, and talk about which words from the book helped you</p>	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>	

<p>Give each student a card with the letter “F” on it and a card with the letter “S” on it. (This can also be done with dry erase boards.)</p> <p>During reading, stop and ask students if a word or phrase suggest feelings or appeals to the senses. If it suggests feelings, students hold up the “F” card. If it appeals to the senses, students hold up the “S” card. You can do a quick scan of the room to check for understanding. Ask students to support their response.</p> <p>Grouping: whole or small</p>	<p>"draw" your picture. Your picture can relate to the descriptive words found to describe a setting, characters or event in the story. Talk about how these pictures help you understand what's happening in the story. Continue reading. Pause again and share the new image you created. Then ask students to share what they see, hear, taste, smell and feel. Ask what words helped create the mental image and emotions.</p> <p><u>Daily 5/Café Strategies</u></p> <p>Use prior knowledge to connect with text Infer and support with evidence Monitor and fix up: check for understanding/back up and reread</p> <p><u>Marzano’s Strategies for use in <i>Reading Literature</i> include, but are not limited to:</u></p> <p><u>Identifying Similarities and Differences</u></p> <p>The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p><u>Applications:</u></p> <ul style="list-style-type: none"> -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies. <p><u>Summarizing and Note Taking</u></p> <p>These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p><u>Applications:</u></p> <ul style="list-style-type: none"> -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. <p>Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p><u>Applications:</u></p> <ul style="list-style-type: none"> -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary. 	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCSS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
- Tell students if homework is for practice or preparation for upcoming units.
- Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during *Reading Literature* include, but are not limited to:

Persisting

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to

	<p>reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
WORD, PHRASE, POEM, SENSES, FEELING	WHAT WORDS APPEAL TO OUR SENSES? FEELINGS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.5</p>	<p>Description: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>		
	<p>First grade students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the difference between books that tell stories and books that provide information.</p>		
	<p>First grade students should be able to name who is telling the story. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find the feeling words in this poem/story? • Is this book an informational book or a story book? How do you know? • Who is telling the story in this part of the book? 		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>			<p>Board Objective: I can determine and explain the difference between fiction and non-fiction text to become a better reader.</p>
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Back and Forth: Gather a fiction and non-fiction text on the same topic. Read the fiction story and discuss. Then, read a non-fiction text related to a topic in the story, allowing the students to become more informed on the topic. Go back and re-read the original fiction text, noticing how the information in the non-fiction text changes their understanding of the story.</p> <p>Text Type Prediction: Prior to reading a selection, show students a portion of the text and</p>	<p>Share a fiction and nonfiction book with students related to the same topic. After reading each book, ask students if it was real or make believe; did it have pictures or photos; and was it a story, or did it provide information with facts? Make a T- chart and write the students' responses. Then analyze the chart information with the students. Students should realize that a fiction book is usually make-believe, tells a story, sometimes teaches a lesson, and usually has pictures. A nonfiction text is real, usually has photos, and provides information and facts. Students are assessed whether or not they can identify these characteristics on their own in further lessons. Grouping: whole or small</p> <p>Share a fiction and nonfiction book with students related to the same topic. After reading each book, ask students to tell three things that make the book fiction or nonfiction. This can be completed orally or written. Information can be recorded on a graphic organizer. Grouping: small, partner, or individual</p> <p>Allow students to choose a book they have enjoyed reading. Each student is to classify his book as fiction (tells a story) or nonfiction (gives information) and list three characteristics to prove it. Grouping: partner or individual</p> <p><u>Daily 5/Café Strategies</u> Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p> <p><u>Marzano's Strategies for use in Reading Literature include, but are not limited to:</u></p>		<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>

<p>ask if they think the selection will be a fiction story or non-fiction/informational. The teacher may show a page of the book containing headings, or the title of the book, illustrations, graphs, font size, or page set-up. Discuss how some features can help indicate whether a book is fiction or non-fiction. This strategy can be utilized with many text types including text books, magazine articles, newspapers, cartoons, story books, etc.</p> <p>Text Feature Scavenger Hunt: Have student discover text features from a scavenger hunt. Possible questions are listed below. Have students work with a partner to complete the hunt.</p> <ol style="list-style-type: none"> 1. Find and check out the index. Find a topic that has only a one page listed. Find a topic that has more than one page listed. 2. Look through the Table of Contents. Where did you find it? 	<p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCSS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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<p>3. Find the glossary. Where is it located? What information is in the glossary?</p> <p>4. Write down two words that are familiar and two that are unknown</p> <p>5. How does the text show that some words are important? (ex: bold print) Find 3 words that seem important.</p> <p>6. How can you find out the meaning of a word in this book?</p> <p>7. Find a photograph within the book. Write what you learned. Find a graph, chart, diagram or map. Note the page number. Study this feature and write what you can learn from it (Robb, 2003).</p>	<p>accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Persisting</p> <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition)</p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations</p> <p>Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>DIFFERENCE,</p>	<p>WHAT IS A FICTION STORY? WHAT ARE NON-FICTION STORY? WHY DO WE READ FICTION STORIES? WHY DO WE READ NON-</p>	

STORIES, TEXT, INFORMATION	FICTION STORIES?
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GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.6</p>	<p>Description: IDENTIFY WHO IS TELLING THE STORY AT VARIOUS POINTS IN A TEXT.</p> <p>First grade students begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the difference between books that tell stories and books that provide information. First grade students should be able to name who is telling the story.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find the feeling words in this poem/story? • Is this book an informational book or a story book? How do you know? • Who is telling the story in this part of the book? 		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>		
	<p>Board Objective: I can determine a story's point-of-view, using appropriate story clues.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Share a story where characters have much dialog. Then ask students various questions about the thoughts and feelings of different characters in the story. This will show the characters' different points of view throughout the story.</p> <p>Grouping: whole or small</p> <p>Share a story with students. Write quotes of characters from the story on sentence strips. Then have the students identify which character goes with which quote. Grouping: whole, small, or partner</p> <p>•This activity can be put in a center/station for</p>	<p>Name Tag Read Aloud: While reading a story aloud, wear a name badge around your neck to show the name of the character telling the story. (A hat or some other identifying prop can also be used). As the character telling the story changes, change the name badge to reflect the next character telling the story. Explain how you knew to change the name badge. After repeated modeling, you may “forget” to change name badges and the students will remind you the character changed. Ask how they students knew it was time to change names. Books and name badges can be moved to an independent reading area and students can practice this activity on their own.</p> <p>Pointer/Thumb: Using a selection that involves two characters telling the story at various points in the text, the teacher reads aloud to students. Prior to reading, the teacher identifies that one of the characters is represented by students holding up their pointer finger and the other character is represented by holding up a thumb. At the beginning of the read aloud, students hold up the finger that represents the first character telling the story. Students listen for a change in the character telling the story and switch fingers when they hear the change.</p> <p>Identifying Who Is Telling The Story: Choose two books – one narrated by the author and one narrated by a character. After reading one story, ask students who narrated or told the story. Ask students to identify a sentence that helps show who is telling the story. Continue the discussion by telling the students that the next book is narrated or told differently. See if students can identify who told the story and a sentence that helps show who is telling the story. (Emery, 1996)</p> <p>Daily 5/Café Strategies</p>	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm:</p>	

<p>students to complete with a partner or individually after the story has been read.</p> <ul style="list-style-type: none"> •For those students that are ready, they could work with a partner and develop the sentence strips of quotes themselves about a story the class has read. <p>Students can create a picture of each character from the story and attach them to a popsicle stick. When reading through the story a second time, students can hold up the character to identify who is speaking. The teacher can scan the group to check for understanding. If there are lots of characters in the story, put the students with a partner or group of three and develop the drawings and attach to popsicle sticks. They can work together to decide which one to raise when the teacher is rereading the text. The character sticks can be placed in a center/station for students to use while</p>	<p>Determine and analyze author's purpose and support with text</p> <p><u>Marzano's Strategies for use in Reading Literature include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.</p>	<p>Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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<p>rereading the text with a partner or small group. Grouping: whole or small</p>	<p>-Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
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VOCABULARY:	ESSENTIAL QUESTIONS:
NARRATOR, TEXT, POINT OF VIEW	WHO IS TELLING THE STORY? WHAT IS POINT-OF-VIEW? WHAT STORY CLUES HELP ME DETERMINE WHO IS TELLING THE STORY?

GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.7</p>	<p>Description: USE ILLUSTRATIONS AND DETAILS IN A STORY TO DESCRIBE ITS CHARACTERS, SETTING OR EVENTS. Students are required to use pictures and details in a story to tell about characters, setting, and events. They continue to build on character development by looking at similarities and differences in characters' experiences in stories. Use questions and prompts such as:</p>		
	<ul style="list-style-type: none"> • Can you find an illustration or part that shows the main character? • Can you find an illustration or part that shows the setting? • Can you find an illustration or part that shows the problem in the story? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What is different? • Did the characters solve the problem in different ways? If so, how? 		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Board Objective: I can use illustrations to improve my understanding of the text and story elements.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Read a text with students. Create a details graphic organizer on large chart paper. Have students write key details from the text or the illustrations that describe the characters, setting, or events from the story on sticky notes and put the notes on the chart. Students can verbally tell the teacher the details so she can write them in the chart as well. Grouping: whole or small</p> <p>Read a text with students, or have students read a text.</p>	<p>Read the Pictures: Students use a story with the text removed. By using only the illustrations, they read the story to a partner.</p> <p>The Important Job of an Illustrator: To help students understand the role of an illustrator in creating a story, the teacher reads a selection that emphasizes a character, setting, or event description. Discuss what an illustrator would need to include in an illustration to help show the details the author included while writing the selection. The teacher can show examples of illustrations and have students discuss why one may be the best at showing the details of the story. Students can also create an illustration that includes the important details of the selection.</p> <p>Noting the Illustration: From a young age, children can learn to note spots where they see something interesting in a book's illustrations. Using post-its to mark interesting spots can as a springboard for conversations about books, leading to more rich discussions in literature circles or book clubs in the classroom.</p> <p>Mature Reading: Teach children to engage in "mature reading" as they read the text and attend to illustrations in making meaning. First model "mature reading" a number of times while explicitly showing how you use the illustrations to provide more information than the text gives. Then allow students the opportunity to "mature read" for the class or to a peer. (Agosto, 1999)</p>		<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>

<p>Give each student or pair of students a copy of the details idea wheel. Tell students that after reading the text they are to write and/or illustrate the four key details in the text on the wheel. Grouping: partner or individual</p> <p>After reading a text, have each student trace her hand. Then have students write the key ideas on each finger and thumb. On the thumb, describe the setting. On the index finger, describe the characters. On the remaining three fingers, write three major events from the story. Students may use words and/or illustrations. They can then share with the class or with a small group. Grouping: individual</p> <p>After reading a text with students, have them fill in the graphic organizer attached to tell how the words and the illustrations describe the characters, setting, and events in the story. Grouping: small, partner, or</p>	<p><u>Daily 5/Café Strategies</u> Infer and support with evidence Make a picture or mental image Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) Use the pictures... do the words and pictures match?</p> <p><u>Marzano’s Strategies for use in Reading Literature include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences. Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p>
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individual	<p>give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Persisting</p> <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition)</p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	
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	Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.	
VOCABULARY:	ESSENTIAL QUESTIONS:	
ILLUSTRATIONS, DETAILS, STORY, CHARACTER, SETTING, EVENTS	HOW CAN WE USE ILLUSTRATIONS AND DETAILS TO FIND OUT MORE ABOUT A STORY'S CHARACTERS, SETTING, AND EVENTS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT: N/A
CODE: RL.1.8	Description: NOT APPLICABLE TO LITERATURE.		
	ACT/Anchor Standard:		
	Board Objective: .		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
VOCABULARY:		ESSENTIAL QUESTIONS:	

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GRADE: 1	SUBJECT: ELA	STRAND: RL.1.9	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.9</p>	<p>Description: COMPARE AND CONTRAST THE ADVENTURES AND EXPERIENCES OF CHARACTERS IN A STORY. Students are required to use pictures and details in a story to tell about characters, setting, and events. They continue to build on character development by looking at similarities and differences in characters' experiences in stories. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find an illustration or part that shows the main character? • Can you find an illustration or part that shows the setting? • Can you find an illustration or part that shows the problem in the story? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What is different? • Did the characters solve the problem in different ways? If so, how? 		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
	<p>Board Objective: I can compare and contrast the events characters experience to understand the elements of a story.</p>		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>After a teacher-led or student independent reading of a few stories, have students complete a Venn Diagram or a Character Comparison graphic organizer to compare and contrast the adventures and experiences of characters in different stories. You can use the graphic organizers that are hyperlinked, a Venn Diagram pocket chart, or two pieces of string to make a Venn Diagram on the floor. This could also be done with three characters using a three-circle Venn</p>	<p>That Reminds Me: After reading a story, have “That reminds me....” time. Students share parts of the story that remind them of other stories read in class and explain the relation they see between the two stories.</p> <p>Character Jar: After reading a story, write the name of the main character/characters on a strip of paper and place it into a character jar. This is done after each story read as a class. Periodically, have a student draw two names from the jar. The student reads the names, then identifies a way the two character's experiences were similar or different.</p> <p>Graphic Organizers: Graphic organizers can provide an effective means for students to gather and organize information in order to compare two or more characters. One of the more popular graphic organizers to use is the Venn Diagram. Students can use any type of graphic organizer as long as it provides a tool to record information so students can talk, write or draw about the similarities and differences. (Allen, 2004)</p> <p>Story Map Showing Character Change.: Characters often change during the course of a story. These changes are usually the result of some specific event or events. Have students compare characters in a story from the beginning to the end using a teacher-created chart or graphic organizer.</p> <p><u>Daily 5/Café Strategies</u> Compare and contrast within and between text</p>		<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>

<p>Diagram. Grouping: small, partner, individual</p> <p>After a teacher-led or student independent reading of two stories, students create a tri-fold brochure out of a large 11x14 or 12x18 piece of construction paper. They can decorate the front of their brochure to reflect a character from each of the two stories. When it is opened flat, students write the name of one character on the left and will list the experiences that are specific to this character. They will write the name of the character from the other story at the top of the right side and will list the experiences that are specific to this character. The middle is for information that both characters have in common. Students can write and/or draw on all three sections. Students can then share their information. All students can do this activity with the same two texts or put them into groups</p>	<p><u>Marzano’s Strategies for use in <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units.</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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<p>and assign each group a different set of books. Grouping: small, partner, individual</p> <p>Have each student complete a Character Traits Sheet for a character of his choice. Put students in groups to share their sheets and discuss the similarities and differences of the characters. Grouping: small</p>	<p>-Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Persisting</p> <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition)</p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations</p> <p>Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
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VOCABULARY:	ESSENTIAL QUESTIONS:
COMPARE, CONTRAST, CHARACTER, ADVENTURE	HOW DO THE EXPERIENCES OF THE CHARACTERS COMPARE? HOW DO THEY CONTRAST?

GRADE: 1	SUBJECT: ELA	STRAND: Reading Literature	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RL.1.10</p>	<p>Description: WITH PROMPTING AND SUPPORT, READ PROSE AND POETRY OF APPROPRIATE COMPLEXITY FOR GRADE 1.</p>		
	<p>With assistance, students are required to read prose and poetry at the text complexity for grade 1. Prose is writing that is not poetry.</p>		
	<p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p>		
	<p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>			
<p>Board Objective: I can read grade-level prose and poetry with prompting and support.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Conference with students several times throughout the school year. This will let the teacher know how students are doing, as well as make them aware of their learning. Consider using this conference form during the conferences.</p> <p>Grouping: individual</p> <p>3-2-1: Students write three key terms from recent reading, two</p>	<p>Poetry Folders: Create a simple poetry folder, using construction paper or folder with clasps. Weekly, read a poem as a class and provide each student with a copy to secure in their folders. Discuss aspects of the poem such as meaning, word choice, structure, and author’s perspective. Provide time to practice fluency in a variety of ways such as whole group, pairs, or individually. After focusing on the poem for the week, have students look back through the other poems in their folders, from prior weeks, and reread for fluency. Throughout the year, students build a folder full of poems of which they understand and can read fluently.</p> <p>Readers Theater: Provide opportunities to learn and perform various Readers Theater scripts ranging in complexity, building to appropriate First Grade complexity. Allow students to participate in roles according to reading levels. Students at lower reading levels can assume larger parts in scripts at lower complexity levels and smaller parts in scripts at higher complexity levels, until they are secure in reading aloud at first grade text complexity. Allow scripts to remain available in the classroom for students to reread and perform, increasing familiarity and confidence with the material.</p>		<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p>

<p>ideas they would like to learn more about, and one concept they have mastered. Grouping: individual</p> <p>Have students read a piece of literature at the appropriate grade level aloud to the teacher. Note any miscues. Then have students tell you the main idea, supporting details of the piece, and any other thoughts they may have about the text. The teacher may decide to use a checklist for this assessment for each student. Grouping: individual</p>	<p>Stop and Think: When reading independently, students are given a “stop” point prior to beginning reading. Students read until they reach the stop point and then think and discuss or write what they learned. The teacher then checks with the students to see if there was anything in the assigned portion of the text that was tricky. Students may write/share a word in which they did not know the meaning, a word they could not decode, or something they found to be confusing. The teacher assigns another portion and the steps are repeated. Individual student needs are considered through varying the amount of text assigned to be read before the “stop” and “think.”</p> <p><u>Daily 5/Café Strategies</u> Read appropriate-level texts that are a good fit</p> <p><u>Marzano’s Strategies for use in Reading Literature include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences. Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. Applications:</p>	<p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p>
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- Use teacher-prepared notes.
- Stick to a consistent format for notes, although students can refine the notes as necessary.

Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
- Tell students if homework is for practice or preparation for upcoming units.
- Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during *Reading Literature* include, but are not limited

	<p>to: Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
GRADE-LEVEL, PROSE, POETRY	ARE WE READING GRADE-LEVEL PROSE AND POETRY?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
CODE: RI.1.1	Description: ASK AND ANSWER QUESTIONS ABOUT KEY DETAILS IN A TEXT.		
	First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Think about what you read and create your own question about an important idea in this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • Can you tell me how these two events are linked together? (cause/effect, time order) 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Board Objective: I can clarify my understanding of what I have read by asking and answering questions in stories and text.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>The teacher can use a large hand graphic organizer. She writes a question on each of the fingers about key details in the text. Students come up and choose a question to answer for the group. Continue until all questions have been asked. Grouping: small</p> <p>Students are given two sets of sentence strips. One set has questions about key details in the text and the other set has answers. The students must match up a question strip with the correct answer strip. Grouping:</p>	<p>I Have a Question: Begin this strategy by sharing the title and the cover of a book. Ask the students if anyone has questions based on the cover and the title. Record the questions on chart paper. Tell the students they will try to answer these questions while reading the book. While reading, or after reading, note the answers found next to the questions on the chart paper. Use appropriate terms found in the standard with students such as text.</p> <p>Questioning with Art: Good readers and thinkers ask questions. Show the print "The Boat Party" by Mary Cassatt and model questions: Where are these people going? What will they do when they get there? Is that the baby's mother? Is that the baby's father? Are they in a sailboat since I see something that looks like it might be a sail? If this is a sailboat, why is the man rowing the boat? The water looks choppy, is a storm going to start? Then show student another piece of art such as "Girl with a Hoop" by Renoir. This painting has a girl in a very fancy dress holding a hoop and a stick. Give students thinking time and share their questions.</p> <p>QUaD: QUaD stands for Questions, Answers, and Details. Children are given a topic. Next, they create questions. Using the QuAD structure, students record the questions they have in the first column, answers they find while listening or reading in the second column and the details they learned in the third column (Cudd, 1989).</p> <p><u>Daily 5/Café Strategies</u> Use prior knowledge to connect with text</p>	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>	

<p>partner</p> <p>Students have two signal cards. One is red and one is green. The teacher asks a question referring to key details in the text and calls on a student for a response. Students will raise the green card if they agree with the response or the red card if they disagree with the response. Then have a discussion about the correct response and why it is correct. The teacher can cite a part of the passage to prove the answer. After modeling, students will be able to support their answer in this manner as well. Grouping: whole or small</p> <p>Students are given question cubes with the words: who, what, where, when, why and how on the sides of the cube. Students roll the cube. Whatever question word they land on, they must ask a person in their group a question about the key details in the text that starts with the word that is face up</p>	<p>Ask questions throughout the reading process Recognize and explain cause-and-effect relationships</p> <p><u>Marzano’s Strategies for use in <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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<p>about the passage/story read. The other student responds. If the group doesn't agree, have students use the book or passage to point out or support their answer. The teacher can inform the students as to how many times they roll the cube. Grouping: small or partner</p>	<p>time limit—that parents and students may not have considered.</p> <ul style="list-style-type: none"> -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during <i>Reading Literature</i> include, but are not limited to:</u></p> <p>Persisting</p> <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition)</p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations</p> <p>Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the</p>	
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	situation in which it was learned.	
VOCABULARY:	ESSENTIAL QUESTIONS:	
QUESTIONS, KEY DETAILS, TEXT	HOW DO WE ASK AND ANSWER QUESTIONS ABOUT DETAILS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
CODE: RI.1.2	Description: IDENTIFY THE MAIN TOPIC AND RETELL KEY DETAILS OF A TEXT.		
	First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Think about what you read and create your own question about an important idea in this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • Can you tell me how these two events are linked together? (cause/effect, time order) 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Board Objective: I can read a text selection carefully to determine the main idea and recall key details.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Main Idea Can: During reading, model think-alouds with students. After reading a story/passage, have students come up with the main idea. Write the main idea on a strip of paper and glue it to outside of a large coffee can, paint can, or any container. Then have students recall some key details from the story/passage. Write the details on strips and place inside the can. Students then pull the strips out of the can, put in order and then retell the story/passage and make	What's the Title?: In this strategy, the students will listen to a text but will not know the title. It is the student's job to come up with a title for the book and a picture for the cover. The teacher will read the text or part of the text and children will give titles for that story. Teacher writes responses on chart paper. The teacher will explain that often the title of a text can give clues or directly state the main idea. After modeling invite students to choose another text to practice writing a title and drawing a picture to match the text. Bag It: Choose a book or passage with multiple main ideas. Choose three or more main ideas. Label three sandwich bags with index cards on the front with the main idea written on each card. On index cards write details that go along with the main idea. Have students sort the details into the matching main idea bag. This strategy can be done as a center, a whole class activity or a paired activity. Once students become proficient in this activity, they can make their own main ideas and details. Main Idea/Details Recording Sheet: Students can use a main idea–supporting details recording sheet to help them differentiate main ideas or topics from supporting details as they read informational texts. Before students independently complete this task, whole group and peer group practice should be provided. <u>Daily 5/Café Strategies</u> Summarize text; include sequence of main events Use main idea and supporting details to determine importance		http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf http://www.readinga-z.com/ Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.k12reader.com/ : Multiple printable documents that target objectives of CCSS http://web.ccsd.k12.wy.us/techcur/CORE/ccstech_1.html : Multiple web-based activities that support the CCSS through on-line resources for students to access and explore

<p>the connection back to the main topic or idea. Then ask students what the central message or lesson is from the story. Grouping: small</p> <p>Snowball toss: After reading a story, develop the main topic or idea with students and write the main topic or idea on a piece of paper. Put students in a circle on the floor. Wad the paper up and hand to a student. Have the student unwrap the paper and read the main topic or idea aloud and then provide a key detail from the story that supports the main idea. Continue tossing until you feel all key details have been mentioned. You may have to assist some of your students in the process. Be sure to have lots of discussion about the key details and how they support the main idea, as well as the central message or lesson from the story. Grouping: small</p>	<p>Recognize and explain cause-and-effect relationships</p> <p><u>Marzano’s Strategies for use in <i>Reading Informational Text</i> include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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-Tell students if homework is for practice or preparation for upcoming units.
 -Maximize the effectiveness of feedback by varying the way it is delivered.
 Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

-Assign timed quizzes for homework and have students report on their speed and accuracy.
 -Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

-Incorporate words and images using symbols to represent relationships.
 -Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

-Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
 -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Habits of Mind to be implemented during *Reading Informational Text* include, but are not limited to:

Persisting

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Thinking About Our Thinking (Metacognition)

Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.

Applying Past Knowledge to New Situations

Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

VOCABULARY:	ESSENTIAL QUESTIONS:
KEY DETAILS, MAIN TOPIC, TEXT	HOW DO YOU RETELL FACTS LEARNED FROM TEXT? WHAT ARE KEY DETAILS? WHAT ARE THE MAIN IDEA(S) OF TEXT? HOW CAN WE SHOW THAT WE UNDERSTAND WHAT WE READ?

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RI.1.3</p>	<p>Description: DESCRIBE THE CONNECTION BETWEEN TWO INDIVIDUALS, EVENTS, IDEAS, OR PIECES OF INFORMATION IN A TEXT.</p>		
	<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. At this level, students should be able to identify the main idea and retell the key details in their own words. They should also be able to tell how two individuals, events, ideas or pieces of information are linked together.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own question about an important idea in this text. • What is the main idea of this text? • Can you find one of the important ideas in this text? Can you find another important idea? • Can you tell me how these two events are linked together? (cause/effect, time order) 		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>			
<p>Board Objective: I can describe the connection between events in a story to clarify my understanding of the story.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>After reading and discussing individuals in a text, give each student a lunch bag. On one side of the bag, the student writes the name of an individual, draws a picture of him and writes one attribute that makes him unique from the person on the other side. On the other side of the bag, the students writes the name of another individual, draws a picture of him, and writes one attribute that makes him/her unique from the person on the other side. On a piece of paper or index card write one attribute</p>	<p>QAR: Question-answer relationship is a research-based comprehension strategy that provides teachers and students with a common vocabulary for talking about types of questions and using these questions to comprehend text. First, students must learn about and be able to classify the four types of questions. They are:</p> <ol style="list-style-type: none"> 1. In-the-Book/Right There 2. In-the-Book/Think, Search and Find 3. In-My-Head/Author and Me 4. In-My-Head/On My Own <p>First grade students can benefit from pictures or symbols that can be used to identify the 4 types of questions To help students make connections within a text, teachers should emphasize “Think, Search and Find” such as: In what ways were _____ and _____ were alike? Name two differences between ____ and _____. Students should also be asked “Author and Me” questions (Raphael, 1986), such as; What part of the text made you...? Do you agree with...?</p> <p>Connection Chain: Tell students that good readers make connections between individuals, events, ideas or information in a text. To demonstrate, tell students that during the reading of the text they are to listen for the connections between planets and stars. On a strip of paper write planet. Tell students that when they see or hear a connection to planet, they are to raise their hands. After the students describe the connection, they can write the connection on to a</p>	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>	

<p>the two individuals have in common and put it inside the bag. The student could also put an object in the bag representing a commonality between individuals. Grouping: partner or individual</p> <p>While reading a nonfiction text, students create a timeline of events, people, and ideas. This can be done on an individual piece of paper or chart paper. Students will share a connection they have made about how different events and people affect others. Grouping: whole, small, partner, individual</p> <p>After reading and discussing a piece of informational text, allow students to complete a Venn Diagram with a partner to compare and contrast two individuals, events, or pieces of information from the text. Then have students share with the whole group or within small groups. Grouping: partner</p>	<p>strip a paper and “connect” it to the strip of paper with planet on it. Once students have linked connections to planet, they should be able to write or tell about the connections.</p> <p><u>Daily 5/Café Strategies</u> Compare and contrast within and between text Recognize and explain cause-and-effect relationships</p> <p><u>Marzano’s Strategies for use in Reading Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.

-Tell students if homework is for practice or preparation for upcoming units.

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Thinking About Our Thinking (Metacognition)

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VOCABULARY:	ESSENTIAL QUESTIONS:	
CONNECTION, EVENTS, IDEAS, INFORMATION, TEXT	WHAT CONNECTION EXISTS BETWEEN TWO STORY ELEMENTS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RI.1.4</p>	<p>Description: ASK AND ANSWER QUESTIONS TO HELP DETERMINE OR CLARIFY THE MEANING OF WORDS AND PHRASES IN A TEXT.</p>		
	<p>First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell the difference between what information can be gained by examining the pictures and what can be gained from examining the words.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information? • How do the headings help you understand the text? • What does the table of contents help you to know? • Can you tell me what is different about what the picture shows and what the words say about...? 		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>Board Objective: I can ask and answer questions to clarify my understanding of words and ideas within in text.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>During reading, the teacher will point out a word or phrase in the text and ask the student its meaning. If students are unsure of the meaning, they can ask the teacher for clues to the meaning of the word or phrase. The idea is for the student to come up with the meaning themselves, but with teacher assistance if needed.</p> <p>Grouping: small or individual</p> <p>Students are given a set of cards with words and phrases written on</p>	<p>Context Clue Challenge: In groups of four, students write definitions, but there is a catch! They are not allowed to use dictionaries, glossaries, dictionary.com or any other reference. They are only allowed to use each other and the literary work in which the word appears.</p> <p>Think-Aloud: Readers often encounter words that are new and have unknown meanings. Sometimes the author defines vocabulary within the text, but sometimes we have to infer the meaning of unknown words using context clues provided in the text and illustrations. During shared reading, when all students can easily see the words and illustrations, think aloud how to infer the meaning of unknown words when reading continuous text.</p> <p>Interactive Read-Aloud: During an interactive read-aloud, students will infer the meanings of unknown words. The teacher will record student responses on a chart that includes the following useful headings: "Word," "What W Infer It Means," and "What Helped Us" (Harvey & Goudyis, 2000).</p> <p>T, I, OS: This strategy forces students to look at the text and determine how they may figure out the meanings of unknown words and phrases. As students encounter unknown words or phrases, the students should mark (using pencil or sticky notes) the text with T (the meaning is given IN the TEXT): I, the meaning is INFERRED (I think I can figure it out on my own based on what I</p>	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access</p>	

<p>them. The students are to lay out the cards. The teacher will ask a question related to one of the cards. The student has to hold up the card that answers the question. This can be done with teams of students and you can keep score of how many each team gets correct. Grouping: whole, small, partner, or individual</p> <p>Students create a four doors book. Students will write a question about a word from their reading, lift the flap, and then write the word underneath the flap. Students will repeat for each flap. Grouping: Partner or Individual</p>	<p>know and the words); or OS (I need an OUTSIDE SOURCE to help me with the meaning) (Miller, 2000).</p> <p><u>Daily 5/Café Strategies</u> Monitor and fix up: check for understanding/back up and reread Ask questions throughout the reading process</p> <p><u>Marzano’s Strategies for use in Reading Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by</p>	<p>and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.

-Tell students if homework is for practice or preparation for upcoming units.

-Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

-Assign timed quizzes for homework and have students report on their speed and accuracy.

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Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

-Incorporate words and images using symbols to represent relationships.

-Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

-Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

-Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image.

There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during *Reading Informational Text* include, but are not limited to:

Persisting

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Thinking About Our Thinking (Metacognition)

	<p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
QUESTIONS, CLARIFY, WORDS, PHRASES	WHAT QUESTIONS CAN WE ASK WHEN WE ARE UNSURE ABOUT THE MEANING OF A WORD OR WORDS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RI.1.5</p>	<p>Description: KNOW AND USE VARIOUS TEXT FEATURES (E.G., HEADINGS, TABLES OF CONTENTS, GLOSSARIES, ELECTRONIC MENUS, ICONS) TO LOCATE KEY FACTS OR INFORMATION IN A TEXT.</p> <p>First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell the difference between what information can be gained by examining the pictures and what can be gained from examining the words.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information? • How do the headings help you understand the text? • What does the table of contents help you to know? • Can you tell me what is different about what the picture shows and what the words say about...? 		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>		
	<p>Board Objective: I can locate information in a non-fiction text by using the key features of the text. I can explain the different key features of a non-fiction text.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Ask students various questions where they will have to use text features to assist in finding the answer. Grouping: whole, small, or partner</p> <p>What is the definition of _____? (Students should turn to the glossary in their book to find the answer.) What is page ___ about? (Students use the heading on the page.)</p> <p>What is the title of chapter ___? (Students should use the table of contents.)</p>	<p>Text Feature Chart: The teacher creates a chart so the class can track the text features they find in different books. Introduce the text features as they appear in books while reading, or have students browse through a variety of books to identify different text features. Ask students to record the text features they find before, during, or after reading (Kelley & Clausen-Grace, 2010).</p> <p>Feature Focus: When introducing a content-rich book, select one or two text features to highlight. Choose features that are helpful for determining the important ideas in the text or understanding its organization. Pose questions that help students recognize the functions of these features such as the following:</p> <ol style="list-style-type: none"> 1. What does our preview of this feature tell us about the kind of information we will encounter? 2. What does this feature tell us about how the book is organized? <p>Author Author: Encourage students to include text features in their own expository writing. For example, students can add an index and a glossary of important words to a class book, or they can organize a report with headings and a table of contents.</p>	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support</p>	

<p>Have students create a poster of their favorite animals. Provide them with several nonfiction texts, as well as electronic resources. Remind students to use the text features when looking for information. Provide them with a rubric and checklist of the things you would like to be present on their poster, as well as a checklist of the text features they may use to help them. You may want to tell them they are to use a certain number of text features to help locate information. Grouping: partner</p> <p>Write several text features on sticky notes. Using a nonfiction big book, if possible, have students put the sticky notes with the text features written on them in the correct spot in the book. (i.e. The sticky note that says table of contents would be put on the table of contents.) Grouping: whole or small Variation: Put students with a partner, and each</p>	<p><u>Daily 5/Café Strategies</u> Use text features (titles, headings, captions, graphic features)</p> <p><u>Marzano’s Strategies for use in Reading Informational Text include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences. Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to</p>	<p>the CCSS through on-line resources for students to access and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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<p>group is given a set of sticky notes and a nonfiction book. Then have the students put the sticky notes where they belong in their books. Next have students share out where they put the sticky notes and explain the text features.</p>	<p>give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during <i>Reading Informational Text</i> include, but are not limited to:</u></p> <p>Persisting</p> <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition)</p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	
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	<p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
TABLE OF CONTENTS, GLOSSARY, CAPTION, INDEX, TEXT FEATURES, INFORMATION, KEY DETAILS	WHAT ARE TEXT FEATURES? HOW CAN TEXT FEATURES Y BE USED TO LOCATE INFORMATION?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RI.1.6</p>	<p>Description: DISTINGUISH BETWEEN INFORMATION PROVIDED BY PICTURES OR OTHER ILLUSTRATIONS AND INFORMATION PROVIDED BY THE WORDS IN A TEXT.</p>		
	<p>First grade students should use the skill of asking and answering questions to help them understand what words and phrases mean in the text. Students at this level should understand how to use text features to help them understand the text and be able to tell the difference between what information can be gained by examining the pictures and what can be gained from examining the words. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information? • How do the headings help you understand the text? • What does the table of contents help you to know? • Can you tell me what is different about what the picture shows and what the words say about...? 		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>Board Objective: I can distinguish between information gathered from illustrations and text, to improve my ability to find information.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Choose a text to read with students. Write information that the text provides and information that the illustrations provide on index cards. Create enough sets for each group of students and put them in plastic bags or envelopes. Read the text with students. Put students in small groups or with partners. Give each group a copy of the text and illustration graphic organizer and a set of the cards. Students are to put the cards in the correct column on the graphic organizer. Grouping: small,</p>	<p>A Picture is Worth A Thousand Words: Find a short nonfiction article that has text features such as photographs, pictures or illustrations and give each student a copy. Think-aloud to show how to gain information and make inferences from the text features. For example: After listening to a think-aloud that focused on illustrations, students in the class were given a text about humpback whales. The author did not come right out and tell the readers that the whales migrate to warmer waters, but by studying the illustrations, the students were able to make this inference. Set out several picture books that allow students to easily make inferences based on the illustrations. Students should select one illustration to take a closer look at and should record any inferences they are able to make (Hoyt, 2002).</p> <p>Illustration/Photograph Questions: This strategy will assist students in gleaning information from pictures and illustrations. Allow students to work in pairs or small groups. The following are some questions to ask students about a specific text feature:</p> <ul style="list-style-type: none"> •How is this picture related to the main text? •Does the picture give you more information or the same information? •What can you learn from this picture that is not written explicitly in the text? •Does the picture have a caption? Is the caption interesting? Does it help you to understand the picture better? <p>Read, Cover, Remember, Retell:</p> <ol style="list-style-type: none"> 1. Get a partner. 2. Read and look at the picture, illustration, chart, graph or table. 3. Cover the text feature with your hand. 	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-</p>	

<p>partner, individual Variation: If you have advanced students, provide a text and allow students to write the information on the chart.</p>	<p>4. Focus on remembering what you read. (quiet thinking) 5. Tell your partner what you remember and peek if needed. 6. Write the key information you learned, or look at another text feature, switch roles, and begin the process again.</p> <p><u>Daily 5/Café Strategies</u> Use the pictures... do the words and pictures match?</p> <p><u>Marzano’s Strategies for use in Reading Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the</p>	<p>based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.

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Applications:

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There are many ways to expose students to information before they “learn” it.

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	<p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
INFORMATION, ILLUSTRATIONS, TEXT	HOW DO WE ASK AND ANSWER QUESTIONS ABOUT DETAILS USING INFORMATION FROM TEXT AND ILLUSTRATIONS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
CODE: RI.1.7	Description: USE ILLUSTRATIONS AND DETAILS IN A TEXT TO DESCRIBE ITS KEY IDEAS.		
	Students will understand how illustrations help explain the text. At this level, students should also develop the ability to recognize the author’s reasoning by finding support within the text. Students will look for similarities and differences in two texts that share the same main idea.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell how the author uses this chart to help you understand? • What does this chart add to your thinking about what you read? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. How are they the same? How are they different? 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1			
Board Objective: I can use illustrations and key details to improve my understanding of the text.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Read a text with students. Create the details graphic organizer on large chart paper. Have students write key details on sticky notes and put the notes on the chart, or they can verbally tell the teacher details to write on the chart. Grouping: whole or small</p> <p>Read a text with students, or have students read a text. Give each student or pair of students a copy of the details idea wheel. Tell students that after reading the</p>	<p>Closer Look: Invite students to look closely at the illustrations used in a text before reading it and make a list of what they see. Tell students to find the main idea and details that may appear in the illustrations.</p> <p>Similarities and Differences: Tell students to read a portion of an informational text that is illustrated. Have students then describe similarities and differences between the illustration and the text (Fountas, 2006).</p> <p>Illustration Sort: Select five to ten illustrations from a book/text the class will read. Choose some illustrations that students would expect to see in the book/text, as well as others that may be less expected. Show students the pictures and ask them which ones they think would be in a text titled ____ (i.e. bears, weather, travel). As a group, have students sort pictures into three categories: in the book, not in the book, or not sure. Ask students to give the reasons for their decisions. Read the text together to confirm their choices. After reading, ask students to rearrange the pictures into the correct categories and discuss their reasons for moving them.</p> <p><u>Daily 5/Café Strategies</u> Use the pictures... do the words and pictures match?</p> <p><u>Marzano’s Strategies for use in Reading Informational Text include, but are not limited to:</u></p>		<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>

<p>text they are to write and/or illustrate the four key details in the text on the wheel. Grouping: partner or individual</p> <p>After reading a text, have each student trace their hand. Then have students write the key ideas on each finger and thumb, making it five key details from the text. Grouping: individual</p>	<p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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	<p>accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Nonlinguistic Representations</p> <p>According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. <p><u>Habits of Mind to be implemented during <i>Reading Informational Text</i> include, but are not limited to:</u></p> <p>Persisting</p> <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition)</p> <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations</p> <p>Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
ILLUSTRATIONS,	HOW CAN I USE ILLUSTRATIONS AND KEY DETAILS TO ENHANCE MY UNDERSTANDING OF THE TEXT?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
CODE: RI.1.8	Description: IDENTIFY THE REASONS AN AUTHOR GIVES TO SUPPORT POINTS IN A TEXT.		
	Students will understand how illustrations help explain the text. At this level, students should also develop the ability to recognize the author’s reasoning by finding support within the text. Students will look for similarities and differences in two texts that share the same main idea.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell how the author uses this chart to help you understand? • What does this chart add to your thinking about what you read? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. How are they the same? How are they different? 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Board Objective: I can determine the supporting evidence an author provides to clarify his message.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Read an informative article to students. Use a graphic organizer to help students grapple with the text. If the article was about earthquakes, ask students to identify what earthquakes cause. Write earthquakes in the large box at the top of the page and then fill in the students’ responses in the boxes below it. This activity can be repeated with another informative piece done with a partner or independently. Grouping: whole, small, partner, or individually	<p>Agree/Disagree: Tell students what the main idea is of an informational text about a topic such as recycling. Have that main idea written on a lunch size bag. Provide strips of paper with details on them inside the bag. Make sure you write some details that do not belong or support the main idea. As you pull out the ideas out of the bag, have students agree or disagree. Students can agree or disagree by raising their hands or by walking to one side of the room or another that has “agree” and “disagree” signs posted. Students must be able to support their decision with a reason. Student can make their own bag with a main idea and details (Harvey & Goudvis, 2000).</p> <p>I Have a Question: Finding reasons or details that the author has given to support points in a text, can be identified easily through the questions asked of the student. The teacher writes questions on index cards. Students choose a card and use the question to guide their reading as they look for information to support an answer. Possible sentence stems for teacher to use when writing questions: “Where does the text say _____? Can you find reasons the author thinks that _____? Can you find the reason the author believes _____?”</p> <p>Paired Reading: Tell students to listen or read an informational text about (fill in the main idea). Tell students during reading to identify the details the author has added in the text to clarify the main idea. Have students practice this skill with partners. In this situation, one student reads aloud and the</p>		<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access and explore</p>

<p>Create sentence strips with the key points in a text and the details to support those points and put them in an envelope. Students work with a partner or individually to match the details to the correct key point. This could be used in as a center or station activity.</p> <p>Grouping: partner or individual</p> <p>After reading an informative text to students or having students read a text, instruct students to fill out the cause and effect graphic organizer.</p> <p>Grouping: small, partner, individual</p>	<p>other listens. The listener raises his hand when he has heard a detail that supports the main idea. The reader agrees or disagrees with the listener's answer. Students can then switch roles.</p> <p><u>Daily 5/Café Strategies</u> Determine and analyze author's purpose and support with text</p> <p><u>Marzano's Strategies for use in Reading Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by</p>	<p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p> <p>http://www.ncpublicschools.org/acre/standards/common-core-tools/#unmath: Literautre Graphic Organizers (NC Public Schools)</p>
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grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.

-Tell students if homework is for practice or preparation for upcoming units.

-Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

-Assign timed quizzes for homework and have students report on their speed and accuracy.

-Focus practice on difficult concepts and set aside time to accommodate practice periods.

Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

-Incorporate words and images using symbols to represent relationships.

-Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

-Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

-Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image.

There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during *Reading Informational Text* include, but are not limited to:

Persisting

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

Thinking About Our Thinking (Metacognition)

	<p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
SUPPORTING DETAILS, PURPOSE, AUTHOR	WHAT ARE SUPPORTING DETAILS? WHY DO AUTHORS EXPAND THEIR IDEAS WITH SUPPORTING DETAILS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Informational Text	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RI.1.9</p>	<p>Description: IDENTIFY BASIC SIMILARITIES IN AND DIFFERENCES BETWEEN TWO TEXTS ON THE SAME TOPIC (E.G., IN ILLUSTRATIONS, DESCRIPTIONS, OR PROCEDURES).</p>		
	<p>Students will understand how illustrations help explain the text. At this level, students should also develop the ability to recognize the author’s reasoning by finding support within the text. Students will look for similarities and differences in two texts that share the same main idea.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell how the author uses this chart to help you understand? • What does this chart add to your thinking about what you read? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. How are they the same? How are they different? 		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>			<p>Board Objective: I can identify similarities between text to increase my reading comprehension.</p>
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>After reading two texts on the same topic (teacher read or student read), students complete a Venn Diagram to show similarities and differences in the two text. (You can also use a Venn Diagram pocket chart or two pieces of string to make a Venn Diagram on the floor.)</p> <p>Grouping: small, partner, individual</p> <p>Students can do this activity with the same two texts or put them into groups and allow students to choose the</p>	<p>Similarities and Differences: One way of introducing this standard is to have students state the similarities and differences between familiar objects. For example, you might ask, "How is a spoon like a fork? How is it different?" or "How is a cat like a dog? How is it different?" Then discuss with students why finding similarities and differences are important. Guide the discussion to help students understand that they can see things more clearly in their mind and remember them better after they have identified similarities and differences (Marzano, 2001).</p> <p>Matrix: Students can use a matrix to show the similarities and differences between two (or more) texts. The teacher can place the characteristics at the top to give students a starting point to research similarities and differences. Students can work in pairs to fill out the matrix. Once that step is completed students can write or discuss findings.</p> <p>Think Pair Share Write:</p> <p>Think: The teacher prompts the students with a question such as “name one thing that is similar about text one and two.</p> <p>Pair/Share: Students pair up to discuss responses. Be strategic with partners! Elbow buddies or numbered partners allows for structured conversations that also build upon strengths and/or provides accommodations. The length of the</p>		<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access</p>

<p>two texts and topic they would like to read more about. After reading two texts on the same topic, students create a trifold brochure out of a large 11x14 or 12x18 piece of construction paper. They can decorate the front of their brochure to reflect the topic of the two readings. When it is opened flat, students write the title of one text on the left and list information that is specific to this text. They write the title of the second text at the top of the right side and list information specific to this text. The middle is for information that both texts have in common. Students can write and/or draw on all three sections. Students can then share information. Grouping: small, partner, individual</p> <p>Read two texts about different holidays or any topic you choose. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask</p>	<p>discussion depends on the complexity of the task. Write: This part can be as simple as jotting a quick thought on paper, white board, or graphic organizer. Using this strategy, a graphic organizer can be filled out a section at a time (Gunter, 2007).</p> <p>Graphic Organizers: Introducing graphic organizers, such as a Venn diagram, can help students see a picture of their ideas and their relationships which will help them remember the information being presented (Marzano, 2001).</p> <p><u>Daily 5/Café Strategies</u> Compare and contrast within and between text</p> <p><u>Marzano’s Strategies for use in Reading Informational Text include, but are not limited to:</u> Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences. Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented. Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests. Applications: -Use teacher-prepared notes.</p>	<p>and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p>
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<p>students what is the same and what is different about the two holidays or the topics you chose. (food, activities, etc.) Grouping: whole or small, partner or individual</p> <p>Read two texts about how something is made. Then make a chart that has two columns. One titled similarities, and one titled differences. Ask students what is the same and different in the steps to make the item. Grouping: whole or small, partner, or individual</p>	<p>-Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Nonlinguistic Representations According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.</p> <p>Applications: -Incorporate words and images using symbols to represent relationships. -Use physical models and physical movement to represent information.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during <i>Reading Informational Text</i> include, but are not limited to:</u></p>	
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	<p>Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p> <p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
SIMILAR, DIFFERENT, TEXT	WHAT ARE THE SIMILARITIES BETWEEN TWO TEXTS DISCUSSING THE SAME INFORMATION?	

GRADE: 1	SUBJECT: ELA	STRAND: RI.1.10	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RI.1.10</p>	<p>Description: WITH PROMPTING AND SUPPORT, READ INFORMATIONAL TEXTS APPROPRIATELY COMPLEX FOR GRADE 1.</p>		
	<p>With assistance, students are required to read informational text at the appropriate complexity for grade 1.</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life. Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>		
<p>Board Objective: I can read grade-level informational texts with prompting and support.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>3-2-1: Students write three key terms from what they have just learned, two ideas they would like to learn more about, and one concept or skill they think they have mastered.</p> <p>Grouping: individual</p> <p>Have students read an article or piece of nonfiction at the appropriate grade level aloud to the teacher. Note any miscues. Then have students explain in a few sentences what the article or nonfiction</p>	<p>Coding the Text: Text coding is a strategy used to help students keep track of thinking while they are reading. Students use a simple coding system to mark the text and record thinking either in the margins, directly on the text or on sticky notes. As students make connections, self-question, and respond to what they reading, they are self-monitoring their comprehension and enhancing long term understanding. Create codes for the students to use, based on desired responses and characteristics of the assigned material. Codes may be symbols or letters, or students might color-code for certain text features. Possible codes include: ? = I have a question about this; A = I agree with this; D = I disagree with this ! = Interesting or important point; C = Confusing With first grade, teachers should start by giving only one to three codes for students to use. Model how to use the codes; demonstrate with the students’ text or with a text comparable to one students will read (Harvey & Goudyis, 2007).</p> <p>Visualizing to Comprehend Whole Group:</p> <ol style="list-style-type: none"> 1. Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information. Share the image teacher has created in your mind and if possible sketch your pictures on the white board or on chart paper. Talk about which words from the book helped you "draw" your picture. 2. Continue reading. Pause again and share the new image you created. Talk with students how your images and their images may be different. These differences are important to understand 	<p>http://www.thedailycafe.com/CAFE%20Menu%201st%20grade%20pdf.pdf</p> <p>http://www.readinga-z.com/</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.k12reader.com/: Multiple printable documents that target objectives of CCSS</p> <p>http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html: Multiple web-based activities that support the CCSS through on-line resources for students to access</p>	

<p>piece was about. The teacher may decide to use a checklist for this assessment for each student. Grouping: individual</p>	<p>and respect. Read a longer portion of text and continue the sharing process. Once this is a familiar skill, encourage each child to use mental imagery when she is reading independently.</p> <p><u>Daily 5/Café Strategies</u> Read appropriate-level texts that are a good fit</p> <p><u>Marzano’s Strategies for use in Reading Informational Text include, but are not limited to:</u></p> <p>Identifying Similarities and Differences The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.</p> <p>Applications: -Use Venn diagrams or charts to compare and classify items. -Engage students in comparing, classifying, and creating metaphors and analogies.</p> <p>Summarizing and Note Taking These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.</p> <p>Applications: -Provide a set of rules for creating a summary. -When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text. Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.</p> <p>Applications: -Use teacher-prepared notes. -Stick to a consistent format for notes, although students can refine the notes as necessary.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the</p>	<p>and explore</p> <p>http://www.fcrr.org/Curriculum/studentCenterActivities.shtm: Research-based lessons and activities aligned with CCS</p>
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Applications:

-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.

-Tell students if homework is for practice or preparation for upcoming units.

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According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

-Incorporate words and images using symbols to represent relationships.

-Use physical models and physical movement to represent information.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

-Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

-Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

Habits of Mind to be implemented during *Reading Informational Text* include, but are not limited to:

Persisting

Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.

	<p>Thinking About Our Thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
TEXT, GRADE-LEVEL	WHY IS IT IMPORTANT TO BE ABLE TO READ GRADE-LEVEL TEXT?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.1A	Description: RECOGNIZE THE DISTINGUISHING FEATURES OF A SENTENCE (E.G., FIRST WORD, CAPITALIZATION, ENDING PUNCTUATION).		
	Students will understand how a sentence is organized. Use questions and prompts such as: <ul style="list-style-type: none"> • Show me the first word of the sentence. • Where does the period (question mark, etc) go? • Show me the capital letter. • How does a sentence begin? • What goes at the end of a sentence? 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
Board Objective: I can recognize the features of a sentence to improve my reading and writing skills.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing samples	Using Big Books or a class set of a common story, read together as a class, noticing and discussing the distinguishing features of each sentence (i.e. the capital letter at the start of the sentence and the punctuation mark at the end of the sentence). Explain to the students that the capital letter indicates the start of a new idea (or a new sentence) and the end punctuation mark indicates the end of an idea (or the end of the sentence). Using white boards or sentence strips, have students print or examine pre-printed sentences that do not have correct capitalization at the start and end punctuation at the end. Discuss how to correct these sentences to reflect appropriate distinguishing features. Have students make the corrections during and after the discussions. <u>Marzano’s Strategies for use in Reading Foundational Skills include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards. Applications:	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com http://www.k12reader.com/	

	<p>-Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u> Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>www.enchantedlearning.com/ Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
SENTENCE, CAPTITALIZATION, PUNCTUATION	WHAT ARE THE DISTINGUISHING FEATURES OF A SENTENCE?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.2A	Description: DISTINGUISH LONG FROM SHORT VOWEL SOUNDS IN SPOKEN SINGLE-SYLLABLE WORDS.		
	Use questions and prompts such as:		
	<ul style="list-style-type: none"> • Does this word have a long or short vowel sound? • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end? 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Board Objective: I can distinguish the difference between long and short vowels to become a better speller.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing samples	<p>For practicing short vowel discrimination: Give each student five slips of paper and instruct the children to write a vowel on each one. Then, say a word and have students hold up the paper that shows the vowel they hear. For example, if you say the word "hat", the students should hold up the paper displaying "a." Repeat the procedures several times, and include all five short vowels in the activity. (This task can be modified for practicing short and long vowels or discriminating between both. Just adjust the content written on the slips of the paper or cards for the skill being practiced.)</p> <p>Game Time (SWITCH)1: Tell the students to listen as you states some words. Tell them that they are to switch seats whenever they hear a word with , for example, the long "a" sound. (The teacher can adjust this rule for any short or long vowel sound of combination of.) Then begin saying a variety of words (i.e. bat, pen, bike, rain), including words with short vowels and long vowels. As soon as students hear a word with a long "a," they are to quickly get out of their seats and sit elsewhere. The children sit those seats until they hear another word with long "a," at which point they move to the other seats. Repeat the activity several times.</p> <p>Word Sorts and Vowel Collections using pre-printed words or magazine pictures</p> <p><u>Daily 5/Café Strategies</u> Flip the sound Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together</p> <p><u>Marzano’s Strategies for use in Reading Foundational Skills include, but are not limited to:</u></p>		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com http://www.k12reader.com/ www.enchantedlearning.com/

	<p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u> Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things</p>	<p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
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	constantly.	
VOCABULARY:	ESSENTIAL QUESTIONS:	
SHORT VOWEL, LONG VOWEL, DISTINGUISH, VOWEL, CONSONANT	WHAT IS THE DIFFERENCE BETWEEN LONG AND SHORT VOWELS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.2B	Description: ORALLY PRODUCE SINGLE-SYLLABLE WORDS BY BLENDING SOUNDS (PHONEMES), INCLUDING CONSONANT BLENDS.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Does this word have a long or short vowel sound? • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end? 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Board Objective: I can blend individual sounds within a word to read single syllable words.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing samples	Modeling Oral Blending: Tell your students you are going to play some fun sound games. Say “First I will say some sounds slowly. Then you say the same sounds slowly by yourself and then say them at regular speed. Let me show you how we are going to do this” (Always DEMONSTRATE as instructions are often not understood by children) Say “mmmooommm” (‘mom’ stretched out); You would also say ‘mmmooommm’ slowly and then when I ask you to say it regular you would say /mom/. Now it is your turn” The format is: Teacher: Say “ (the word) ” the parent slowly stretches out the word Students: The students repeat the word slowly Teacher: “Now say it regular” Students: The students say the sounds at regular speed. Songs and Cheers: (Sung to the tune "If Your Happy and You Know It.") If you think you know this word, shout it out! If you think you know this word, shout it out! If you think you know this word, Then tell me what you've heard, If you think you know this word, shout it out! After singing, the teacher says a segmented word such as /k/ /a/ /t/ and students provide the blended word "cat." <u>Daily 5/Café Strategies</u> Flip the sound Use beginning and ending sounds		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com http://www.k12reader.com/ www.enchantedlearning.com/

	<p>Blend sounds; stretch and reread Chunk letters and sounds together</p> <p><u>Marzano’s Strategies for use in <i>Reading Foundational Skills</i> include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision</p>	<p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
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	<p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
CONSONANT BLEND, LETTER SOUND, WORD	HOW CAN YOU BLEND SOUNDS TO READ SINGLE SYLLABLE WORDS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.2C	Description: ISOLATE AND PRONOUNCE INITIAL, MEDIAL VOWEL AND FINAL SOUNDS IN SPOKEN SINGLE SYLLABLE WORDS.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Does this word have a long or short vowel sound? • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end? 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Board Objective: I can identify and produce individual letter sounds to become a better reader.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing samples	<p>Songs and Cheers: Write the "Segmentation Cheer" on chart paper, and teach it to children. Each time you say the cheer, change the words in the third line. Have children segment the word sound by sound. Begin with words that have three phonemes, such as ten, rat, cat, dog, soap, read, and fish.</p> <p>Segmentation Cheer</p> <p>Listen to my cheer.</p> <p>Then shout the sounds you hear.</p> <p>Sun! Sun! Sun!</p> <p>Let's take apart the word sun.</p> <p>Give me the beginning sound. (Children respond with /s/.)</p> <p>Give me the middle sound. (Children respond with /u/.)</p> <p>Give me the ending sound. (Children respond with /n/.)</p> <p>That's right!</p> <p>/s/ /u/ /n/-Sun! Sun! Sun!</p> <p>Progressive Practice: First, teach children to segment sentences into individual words. Identify familiar short poems such as "I scream you scream we all scream for ice cream!" Have children clap their hands with each word. As children advance in their ability to manipulate oral language, teach them to segment words into syllables or onsets and rimes. For example, have children segment their names into syllables: e.g., Ra-chel, Al-ex-an-der, and Rod-ney. When children have learned to remove the first phoneme (sound) of a word, teach them to segment short words into individual phonemes: e.g., s-u-n, p-a-t, s-t-o-p.</p> <p><u>Daily 5/Café Strategies</u> Flip the sound</p>		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com http://www.k12reader.com/ http://www.readingrockets.org

	<p>Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together</p> <p><u>Marzano’s Strategies for use in Reading Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during Reading Foundations include, but are not limited to:</u></p>	<p>www.enchantedlearning.com/ Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
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VOCABULARY:	ESSENTIAL QUESTIONS:	
CONSONANT, VOWEL, SEGMENT, BLEND	WHAT IS A VOWEL? WHAT IS A CONSONANT? WHAT SOUNDS DO INDIVIDUAL CONSONANT AND VOWELS MAKE?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.2D	Description: SEGMENT SPOKEN SINGLE-SYLLABLE WORDS INTO THEIR COMPLETE SEQUENCE OF INDIVIDUAL SOUNDS (PHONEMES).		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Does this word have a long or short vowel sound? • Say each sound you hear in this word slowly. • What do you hear at the beginning of this word? What do you hear next? At the end? 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Board Objective: I can break words apart into their individual letter sounds to become a better speller and reader.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing samples	<p>Game Time: Play a new variation to a favorite children’s game. Play I Spy by sounding out the name of the object you are looking at. Children have to blend the sounds together to determine the object. For example: I spy something that is round. I spy a /b/ /a/ /l/ (ball).</p> <p>Math Connection: Display picture cards of the following: bee, tie, sun, mop, fan, leaf, glass, and nest. Have children sort the cards according to the number of sounds each picture name contains. Then create a graph using the cards.</p> <p>Songs and Cheers: Write the song “Sound It Out!” on chart paper. Sing the song to the tune of “If You’re Happy and You Know It.” At the end of the song, say a word in parts for children to orally blend. For example, /s/ /a/ /t/. Sound It Out! If you have a new word, sound it out! If you have a new word, sound it out! If you have a new word, Then slowly say that word. If you have a new word, sound it out!</p> <p><u>Daily 5/Café Strategies</u> Flip the sound Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together</p>		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com http://www.k12reader.com/ http://www.readingrockets.org

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VOCABULARY:	ESSENTIAL QUESTIONS:	
SEGEMENT, LETTER SOUND, SEQUENCE	HOW DO YOU SEGEMENT A SINGLE-SYLLABLE WORD INTO THE DIFFERENT, SEPARATE SOUNDS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.3A	Description: KNOW THE SPELLING-SOUND CORRESPONDENCES FOR COMMON CONSONANT DIGRAPHS. Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
	Board Objective: I can determine the consonant digraph for common spelling-sounds in high frequency words.		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing samples	Close and Careful Reading: Have your class keep a tally of words they find containing ch, sh, th, and wh. First post four charts in the classroom, and label each one with one of the digraphs. During the week, let the students be on the lookout for words with digraphs. As students find words in their readers, textbooks, and other sources, let them write the words on sticky notes and post them on the appropriate chart. At the end of the week, count up the words to see which digraph appeared the most. Teacher-created word sorts or the pre-made word sorts (Many can be found on Reading A-Z). Daily 5/Café Strategies Look carefully at letters and words Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense Recognize words at sight Practice common sight words and high-frequency words		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets

	<p><u>Marzano’s Strategies for use in <i>Reading Foundational Skills</i> include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	<p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
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VOCABULARY:	ESSENTIAL QUESTIONS:	
CONSONANT DIGRAPH	WHAT IS A DIGRAPH? WHAT IS A CONSONANT?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.3B	Description: DECODE REGULARLY SPELLED ONE-SYLLABLE WORDS. Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
	Board Objective: I can decode regularly spelled one-syllable words.		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing sample	Using Elkonin Boxes: 1.Pronounce a target word slowly, stretching it out by sound. 2.Ask the child to repeat the word. 3.Draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme. 4.Have the child count the number of phonemes in the word, not necessarily the number of letters. For example, wish has three phonemes and will use three boxes. /w/, /i/, /sh/ 5.Direct the child to slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word. Create a list of nonsense words (i.e. mog, fim, pagbo, etc.). Practice reading the nonsense word list of help students increase their ability to decode unknown words and develop their understanding of the alphabetic principal. <u>Daily 5/Café Strategies</u> Look carefully at letters and words Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets

	<p>Skip the word, then come back Trade a word/guess a word that makes sense Recognize words at sight Practice common sight words and high-frequency words</p> <p><u>Marzano’s Strategies for use in Reading Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Habits of Mind to be implemented during Reading Foundations include, but are not</p>	<p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
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	<p><u>limited to:</u> Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
SYLLABLE, DECODE, WORD	WHAT ARE HIGH-FREQUENCY ONE SYLLABLE WORDS? HOW DO YOU DECODE UNKNOWN WORDS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.3C	Description: KNOW FINAL -E AND COMMON VOWEL TEAM CONVENTIONS FOR REPRESENTING LONG VOWEL SOUNDS.		
	Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Board Objective: I can explain how the final –e affects the pronunciation of a medial vowel sound. I can determine which vowel sound to say in a vowel team.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing sample	Catch Phrases: Introduce the common vowel teams to the students (i.e. oa, ai, ee, ea, ay). Then, write sample words containing each one fo the common vowel teams in them. To help students remember how to pronounce the words write the following catch phrase on a poster: "When two vowels go walking, the first one does talking." Practice saying the words written on the board and using the rule to explain the pronunciation for each of the words. <u>Daily 5/Café Strategies</u> Look carefully at letters and words Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense Recognize words at sight Practice common sight words and high-frequency words <u>Marzano’s Strategies for use in Reading Foundational Skills include, but are not limited</u>	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/	

	<p>to: Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u> Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks</p>	<p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcur/CORE/ccsstech_1.html</p>
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VOCABULARY:	ESSENTIAL QUESTIONS:	
VOWEL, VOWEL TEAM, FINAL -E	WHAT WAYS ARE LONG VOWEL SOUNDS REPRESENTED? HOW DOES THE FINAL -E AFFECT THE PRONUNCIATION OF A MEDIAL VOWEL? WHAT ARE COMMON VOWEL TEAMS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
<p>CODE:</p> <p>RF.1.3D</p>	<p>Description: USE KNOWLEDGE THAT EVERY SYLLABLE MUST HAVE A VOWEL SOUND TO DETERMINE THE NUMBER OF SYLLABLES IN A PRINTED WORD.</p>		
	<p>Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development.</p>		
	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>			
<p>Board Objective: I can determine how many syllables a word has by using my understanding that every syllable must have a vowel sound.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Open Court Unit Assessments</p> <p>Graphic Organizers</p> <p>Spelling Tests</p> <p>Performance Series</p> <p>DIBLES</p> <p>Achievement Series</p> <p>Informal Assessments (Observations and Guided Reading Group discussions)</p> <p>Daily journal prompt writing samples</p> <p>Formal writing sample</p>	<p>Syllables and Predictions: Pick several students names to be used for this activity. (This activity can be played multiple times throughout the week so that the other students do not feel left out.) Write the students name on the board. Explain the vowel-syllable rule (Every syllable must have a vowel sound). Have the students say each name and make a prediction on the number of syllables the name will have. Then, clap out the name to check if the students' predictions were right.</p> <p><u>Daily 5/Café Strategies</u></p> <p>Look carefully at letters and words</p> <p>Use beginning and ending sounds</p> <p>Blend sounds; stretch and reread</p> <p>Chunk letters and sounds together</p> <p>Skip the word, then come back</p> <p>Trade a word/guess a word that makes sense</p> <p>Recognize words at sight</p> <p>Practice common sight words and high-frequency words</p>		<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p>

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VOCABULARY:	ESSENTIAL QUESTIONS:	
SYLLABLE, VOWEL	HOW DO WE DETERMINE THE NUMBER OF SYLLABLES IN A WORD?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.3E	Description: DECODE TWO-SYLLABLE WORDS FOLLOWING BASIC PATTERNS BY BREAKING THE WORDS INTO SYLLABLES.		
	Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Board Objective: I can decode two syllable words by breaking the words into syllables.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing sample	Syllable Tool Kit: Throughout the week, share with students different strategies that they can use to help them "feel" the syllables in words: <ol style="list-style-type: none"> 1. Pronounce the word correctly and clap out the syllables. 2. Pronounce the word correctly, and with their hand under their chin, count the number of times their chin drops. Use word sorts with one-syllable and two-syllable and two-syllable words. <u>Daily 5/Café Strategies</u> Look carefully at letters and words Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense Recognize words at sight Practice common sight words and high-frequency words		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/

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VOCABULARY:	ESSENTIAL QUESTIONS:	
SYLLABLE, WORD PATTERN	WHAT IS A SYLLABLE? HOW DO WE DECODE UNKNOWN WORDS?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.3F	Description: READ WORDS WITH INFLECTIONAL ENDINGS. Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
	Board Objective: I can determine if a word has an inflectional ending and improve my reading skills by reading words with inflectional endings.		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing sample	Catch Phrases: Create a poster for the word ending -ed and a poster for the word ending -ing. Have the students create a list of words with -ed and -ing endings. Make the letters on the -ed poster look like elderly people and make the letters on the -ing poster look like young first graders. This will help them differentiate that words with -ed endings happened in the past and words with -ing endings are happening now. Eggstastic!: Using plastic Easter eggs, write words with inflectional endings on the the eggs with permanant marker. On one half of the egg, write the root word, such as "think" and on the other half of the egg write the inflectional ending, such as "ing." Have the students put the eggs together and select a few words to create sentence with. Allow the students time to share their work and practice reading the words with the inflectional endings. <u>Daily 5/Café Strategies</u> Look carefully at letters and words Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/

	<p>Trade a word/guess a word that makes sense Recognize words at sight Practice common sight words and high-frequency words</p> <p><u>Marzano’s Strategies for use in Reading Foundational Skills include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during Reading Foundations include, but are not limited to:</u></p>	<p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
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	<p>Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
INFLECTION ENDING	WHAT IS AN INFLECTION ENDING? WHY IS IMPORTANT TO READ WITH AN INFLECTION ENDING? HOW DO YOU READ A QUESTION? HOW DO YOU READ A TELLING SENTENCE? HOW DO YOU READ AN EXCLAMATORY SENTENCE?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.3G	Description: RECOGNIZE AND READ GRADE-APPROPRIATE IRREGULARLY SPELLED WORDS.		
	Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development.		
	Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			
Board Objective: I can recognize and read irregularly spelled words.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Spelling Tests Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions) Daily journal prompt writing samples Formal writing sample	Irregularly spelled words must be memorized. To help children memorize the spelling of these words, incorporate a mini-irregular word drill and discussion session in afternoon or morning carpet time (whichever the time may be when you are teaching your ELA bloc). <u>Daily 5/Café Strategies</u> Look carefully at letters and words Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense Recognize words at sight Practice common sight words and high-frequency words <u>Marzano’s Strategies for use in Reading Foundational Skills include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets

	<p>realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision</p> <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks</p> <p>Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccsstech_1.html</p>
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VOCABULARY:	ESSENTIAL QUESTIONS:
IRREGULAR, GRADE- APPROPRIATE	WHAT ARE IRREGULARLY SPELLED WORDS? HOW DO WE RECOGNIZE THEM?

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.4A	Description: READ GRADE-LEVEL TEXT WITH PURPOSE AND UNDERSTANDING.		
	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as:		
	<ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice sound like the words are together. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. 		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.			
Board Objective: I can read, reflect and respond to grade level text.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Open Court Unit Assessments Graphic Organizers Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions)	<p><u>Daily 5/Café Strategies</u> Abundant easy reading Voracious reading Read appropriate-level texts that are a good fit Reread text Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) Read text as the author would say it, conveying the meaning or feeling</p> <p><u>Marzano's Strategies for use in Reading Foundational Skills include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p>	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.readinga-z.com Dolch Sight Word List Fry High Frequency Word List http://www.highlightskids.com/	

	<p>-Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u></p> <p>Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
GRADE-LEVEL TEXT	HOW DO WE READ WITH PURPOSE? HOW DO WE READ TO UNDERSTAND?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.4B	Description: READ ON LEVEL TEXT ORALLY WITH ACCURACY, APPROPRIATE RATE, AND EXPRESSION ON SUCCESSIVE READINGS.		
	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.		
	Use questions and prompts such as:		
<ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice sound like the words are together. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. 			
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.			
Board Objective: I can increase my reading fluency without decreasing my accuracy rate and comprehension of the text.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Open Court Unit Assessments Graphic Organizers Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions)	Select a story to read to the class. Model how to read the story with accuracy, an appropriate rate, and expression. Have the students make observations about how good reading habits influence the ability to understand the story. Model what reading the text would sound like if accuracy, appropriate rate and expression were not monitored for. Have the students discuss and compare what they heard and observed. <u>Daily 5/Café Strategies</u> Abundant easy reading Voracious reading Read appropriate-level texts that are a good fit Reread text Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) Read text as the author would say it, conveying the meaning or feeling <u>Marzano's Strategies for use in Reading Foundational Skills include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications:	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.readinga-z.com Dolch Sight Word List Fry High Frequency Word List http://www.highlightskids.com/	

	<p>-Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u> Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
LEVELED TEXT, FLUENCY, ACCURACY	HOW DO WE KNOW IF WE ARE READING LEVELED TEXT? HOW DO WE MONITOR OUR ACCURACY AND FLUENCY?	

GRADE: 1	SUBJECT: ELA	STRAND: Reading Foundational Skills	MONTH(S) TAUGHT:
CODE: RF.1.4C	Description: USE CONTEXT TO CONFIRM OR SELF-CORRECT WORD RECOGNITION AND UNDERSTANDING, REREADING AS NECESSARY.		
	Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level.		
	Use questions and prompts such as:		
<ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice sound like the words are together. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. 			
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.			
Board Objective: I can use reading strategies to improve my comprehension of a story or non-fiction text.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Open Court Unit Assessments Graphic Organizers Performance Series DIBLES Achievement Series Informal Assessments (Observations and Guided Reading Group discussions)	Model how to use context clues to reaffirm understanding of term. Have the children practice with a selected portion of a more challenging text, using context clues to understand the meaning of a word. Use story maps in class to help students summarize what they re-read to increase understanding of text. <u>Daily 5/Café Strategies</u> Abundant easy reading Voracious reading Read appropriate-level texts that are a good fit Reread text Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) Read text as the author would say it, conveying the meaning or feeling <u>Marzano's Strategies for use in Reading Foundational Skills include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications: -Share stories about people who succeeded by not giving up.		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.readinga-z.com Dolch Sight Word List Fry High Frequency Word List http://www.highlightskids.com/

	<p>-Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.</p> <p>Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications: -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p><u>Habits of Mind to be implemented during <i>Reading Foundations</i> include, but are not limited to:</u> Striving for Accuracy and Precision Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>CONTEXT, PREDICTION, SELF-CORRECT, RE-READ</p>	<p>HOW CAN WE USE CONTEXT TO HELP US FIGURE OUT WHAT A WORD MEANS? HOW CAN WE CHECK OUR PREDICTIONS BY USING THE CONTEXT?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
<p>CODE:</p> <p>W.1.1</p>	<p>Description: WRITE OPINION PIECES IN WHICH THEY INTRODUCE THE TOPIC OR NAME THE BOOK THEY ARE WRITING ABOUT, STATE AN OPINION, SUPPLY A REASON FOR THE OPINION, AND PROVIDE SOME SENSE OF CLOSURE.</p>		
	<p>First grade students should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply a reason for their thinking. In doing so, students need multiple opportunities to express opinions and develop writing behaviors.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice-making throughout ELA.</p>		
	<p>For example, in this grade students are expected to be able to select a reason that supports their opinion and be able to share their thinking.</p>		
	<p>First grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>			
<p>Board Objective: I can share my opinions through my writing by developing a well-thought out paragraph. I can use research to support my opinions in my writing.</p>			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
<p>Distribute a daily writing prompt to each student to paste into their daily writing journal. Provide students with a pre-determined amount of time to respond to the prompt with an answer of appropriate length and a matching illustration. Assess writing samples for various writing skills.</p>	<p>Using the PDF file link below, select a question for the class to develop individual opinions about: http://www.ware.k12.ga.us/Curriculum/resources/1/1st%20Grade%20Writing/Section%204%201st%20grade%20Opinion%20Point%20of%20View%20.pdf. Discuss the different opinions that the members of the class have, stressing that students must have a reason why for their opinion. Use the graphic organizer that is part of the PDF above to print off a copy of the writing graphic organizer. Students will state their opinion within the graphic organizer and prepare three reasons that support their opinion.</p> <p>Clip out excerpts from the local paper or magazines of the book or movie reviews. Read the reviews together as a class and have the students highlight the reason why the book critique feels a particular way about the book or movie.</p> <p><u>Marzano's Strategies for use in teaching Writing include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize</p>		<p>Writing Curriculum: Week-By-Week Lessons: Grade 1: Standards-Based Lessons That Guide Students Through the Writing Process, Teach Conventions, Explore Genres, and Help First Graders Write Effective Sentences and Paragraphs</p> <p>6+1 Write Traits</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing</p>

<p>Preview and discuss writing rubrics to be used to grade student work.</p> <p>Assess formal writing samples developed weekly or monthly using the writing process and Writer’s Workshop/Writing Proces for various writing skills.</p>	<p>the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. <p>There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u> Creating, Imagining and Innovating</p>	<p>workbooks)</p> <p>http://www.writingfix.com/Classroom_Tools/Post_Its.htm: An incredible website ladden with materials on 6+1, including rubrics and explar papers.</p>
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VOCABULARY:	ESSENTIAL QUESTIONS:
OPINION, TEXT, CLOSURE	WHAT IS AN OPINION PIECE? HOW DO YOU SHARE OPINIONS IN YOUR WRITING? HOW DO WE SUPPORT OUR OPINION?

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.1.2	Description: WRITE INFORMATIVE/EXPLANATORY TEXTS IN WHICH THEY NAME A TOPIC, SUPPLY SOME FACTS ABOUT THE TOPIC, AND PROVIDE SOME SENSE OF CLOSURE.		
	<p>First grade students should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply a reason for their thinking. In doing so, students need multiple opportunities to express opinions and develop writing behaviors. Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>For example, in this grade students are expected to be able to select a reason that supports their opinion and be able to share their thinking.</p> <p>First grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
	Board Objective: I can compose an informative writing piece about a topic that is supported with researched facts. I can compose an informative writing piece with details and a concluding sentence.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Distribute a daily writing prompt to each student to paste into their daily writing journal. Provide students with a pre-determined amount of time to respond to the prompt with an answer of appropriate length and a matching illustration. Assess writing samples for various writing skills.	<p>Introduce transition or sequence words to the students. Discuss the purpose and use for sequence words. Present students will two different short paragraphs to read about an activity. The first paragraph does not use transition words to explain how to do the activity. The second paragraph uses transition words to explain how to the activity. Discuss which text sample sounded better than the other and why.</p> <p>Using a flow chart with transition words (first, next, then, and last) placed inside each box, instruct the students to create an illustration for each step of a process (that they selected from a jar with multiple writing topics) and complete with a sentence describing each step.</p> <p>Discuss the why it is important to know how to explain how to do a task or activity.</p> <p><u>Marzano’s Strategies for use in teaching Writing include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the</p>	Writing Curriculum: Week-By-Week Lessons: Grade 1: Standards-Based Lessons That Guide Students Through the Writing Process, Teach Conventions, Explore Genres, and Help First Graders Write Effective Sentences and Paragraphs 6+1 Write Traits Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing	

<p>Preview and discuss writing rubrics to be used to grade student work.</p> <p>Assess formal writing samples developed weekly or monthly using the writing process and Writer's Workshop/Writing Process for various writing skills.</p>	<p>connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. <p>There are many ways to expose students to information before they “learn” it.</p>	<p>workbooks)</p> <p>http://www.writingfix.com/Classroom_Tools/Post_Its.htm: An incredible website ladden with materials on 6+1, including rubrics and explar papers.</p>
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	<p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u></p> <p>Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>INFORMATIVE, EXPLANATORY, EXPOSITORY</p>	<p>WHAT IS INFORMATIVE TEXT? WHAT IS A TOPIC? WHAT ARE FACTS? WHAT IS A PARAGRAPH? WHAT IS AN INTRODUCTION? WHAT IS A CONCLUSION?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.1.3	Description: WRITE NARRATIVES IN WHICH THEY RECOUNT TWO OR MORE APPROPRIATELY SEQUENCED EVENTS, INCLUDE SOME DETAILS REGARDING WHAT HAPPENED, USE TEMPORAL WORDS TO SIGNAL EVENT ORDER, AND PROVIDE SOME SENSE OF CLOSURE.		
	<p>First grade students should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply a reason for their thinking. In doing so, students need multiple opportunities to express opinions and develop writing behaviors. Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice-making throughout ELA.</p> <ul style="list-style-type: none"> • For example, in this grade students are expected to be able to select a reason that supports their opinion and be able to share their thinking. <p>First grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.		
	Board Objective: I can write a narrative story, using sequencing words. I can write a narrative story, with an introduction and conclusion.		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Distribute a daily writing prompt to each student to paste into their daily writing journal. Provide students with a pre-determined amount of time to respond to the prompt with an answer of appropriate length and a matching illustration. Assess writing samples for various writing skills.	<p>Team-Written Story: Narrative writing doesn't have to be a solo activity. One way to teach the narrative style while also building class cohesion is to develop a story as a class. Have your students write a story together by initiating the first part of the story yourself. Then have a student add the next bit -- perhaps a few lines or a paragraph. Do this until all students have had a chance to participate. Then read the story aloud to the class, or have them read a part of the story that was written by another student.</p> <p>New Take on Old Tale: One way to teach narrative writing while also teaching reading is to read students a simple version of an old fable or fairy tale. Then, as a group, have the students re-write the story with some of their own ideas. To make things easier for them, you can lead the group in the re-write. This can involve changing some of the characters, places or parts of the story line. This approach teaches first-graders how to write in the narrative style, introduces them to myths or fairy tales, and helps develop creative thinking and imagination.</p>		Writing Curriculum: Week-By-Week Lessons: Grade 1: Standards-Based Lessons That Guide Students Through the Writing Process, Teach Conventions, Explore Genres, and Help First Graders Write Effective Sentences and Paragraphs 6+1 Write Traits Open Court reading program (with supplementary phonics, comprehension,

<p>Preview and discuss writing rubrics to be used to grade student work.</p> <p>Assess formal writing samples developed weekly or monthly using the writing process and Writer's Workshop/Writing Proces for various writing skills.</p>	<p>Inventing Characters: Many first-graders have an active imagination, which can be useful in developing narrative writing. Have your first-graders create their own character. It could be a superhero, a friend or even a new family member. Then ask them to tell the story of that character. Where does she come from? What does she do? How does she know the writer? This will allow the students to use their imagination while learning the narrative style .</p> <p>Student as the Story: Narrative writing requires a certain level of knowledge about the subject. Of course, first graders have limited knowledge of subjects, but will know a great deal about themselves. Have your first-graders write a fictional or non-fictional story -- or a story with a bit of both -- that describes an event in their life. This could include a trip they've taken, their first day of school or a sport or game they've played.</p> <p><u>Marzano's Strategies for use in teaching <i>Writing</i> include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise. <p>Homework and Practice</p> <p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p>	<p>spelling/vocabulary, and writing workbooks)</p> <p>http://www.writingfix.com/Classroom_Tools/Post_Its.htm: An incredible website ladden with materials on 6+1, including rubrics and explar papers.</p>
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	<p>Applications: -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods.</p> <p>Cues, Questions, and Advanced Organizers Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications: -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.</p> <p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u> Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p><u>Remaining open to continuous learning</u> I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	
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VOCABULARY:	ESSENTIAL QUESTIONS:
NARRATIVE,	WHAT IS A NARRATIVE? WHAT ARE SEQUENCING WORDS? WHY ARE SEQUENCING WORDS IMPORTANT IN WRITING? WHAT WORDS

SEQUENCE,
TEMPORAL,
CLOSURE

CAN WE USE TO SIGNAL ORDER AND TRANSITIONS? HOW DO WE ENSURE CLOSURE?

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT: N/A
CODE: W.1.4	Description: (BEGINS IN 3 RD GRADE.)		
	ACT/Anchor Standard:		
	Board Objective:		
ASSESSMENTS:		STRATEGIES:	RESOURCES:
VOCABULARY:		ESSENTIAL QUESTIONS:	

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
<p>CODE:</p> <p>W.1.5</p>	<p>Description: WITH GUIDANCE AND SUPPORT FROM ADULTS, FOCUS ON A TOPIC, RESPOND TO QUESTIONS AND SUGGESTIONS FROM PEERS, AND ADD DETAILS TO STRENGTHEN WRITING AS NEEDED.</p>		
	<p>With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).</p> <p>With assistance, students will use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media.</p>		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
<p>Board Objective: I can plan and enhance my writing with adult guidance and support.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Distribute a daily writing prompt to each student to paste into their daily writing journal. Provide students with a pre-determined amount of time to respond to the prompt with an answer of appropriate length and a matching illustration. Assess writing samples for various writing skills.</p> <p>Preview and discuss writing rubrics to be used to grade student work.</p> <p>Assess formal writing samples developed weekly or monthly using the writing</p>	<p>Spend time examining exemplar text. Discuss how the author use details to improve their writing. Then, distribute a copy of a simple paragraph. Score the paragraph with a writing rubric used in class and discuss as a class how to improve this writing piece. After the class has re-written the paragraph, read the new writing piece and grade the work with the writing rubric to compare and note improvements in quality.</p> <p><u>Marzano’s Strategies for use in teaching Writing include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student’s performance improves as a result, offer praise. <p>Homework and Practice</p>	<p>Writing Curriculum: Week-By-Week Lessons: Grade 1: Standards-Based Lessons That Guide Students Through the Writing Process, Teach Conventions, Explore Genres, and Help First Graders Write Effective Sentences and Paragraphs</p> <p>6+1 Write Traits</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.writingfix.com/Classroom_Tools/Post_Its.htm: An incredible website ladden with materials on 6+1, including rubrics and explar papers.</p>	

<p>process and Writer's Workshop/Writing Proces for various writing skills</p>	<p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. 	
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	<p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u></p> <p>Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>GUIDANCE, QUESTION, SUGGESTION, PEER, DETAILS</p>	<p>HOW DO YOU GIVE CONSTRUCTIVE CRITICISM? WHY IS IT IMPROTANT TO BE ABLE TO EVALUATE ONE'S WORK? HOW DO YOU DETERMINE THE QUALITY OF ONE'S WRIRITNG?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
<p>CODE:</p> <p>W.1.6</p>	<p>Description: WITH GUIDANCE AND SUPPORT FROM ADULTS, USE A VARIETY OF DIGITAL TOOLS TO PRODUCE AND PUBLISH WRITING, INCLUDING IN COLLABORATION WITH PEERS.</p>		
	<p>With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).</p> <p>With assistance, students will use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media.</p>		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p>		
	<p>Board Objective: I can use digital publication tools and collaborate with peers under adult guidance to improve the quality of my final draft.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Distribute a daily writing prompt to each student to paste into their daily writing journal. Provide students with a pre-determined amount of time to respond to the prompt with an answer of appropriate length and a matching illustration. Assess writing samples for various writing skills.</p> <p>Preview and discuss writing rubrics to be used to grade student work.</p> <p>Assess formal writing samples developed weekly or monthly</p>	<p>Discuss different ways to publish and present a final copy. Discuss how digital media tools can improve the quality of a final draft.</p> <p>If class has access to a computer lab, sign up class for computer lab time to practice using features such as spell check and clipart.</p> <p><u>Marzano’s Strategies for use in teaching Writing include, but are not limited to:</u></p> <p>Reinforcing Effort and Providing Recognition</p> <p>Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. <p>According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student’s performance improves as a result, offer praise. <p>Homework and Practice</p>	<p>Writing Curriculum: Week-By-Week Lessons: Grade 1: Standards-Based Lessons That Guide Students Through the Writing Process, Teach Conventions, Explore Genres, and Help First Graders Write Effective Sentences and Paragraphs</p> <p>6+1 Write Traits</p> <p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.writingfix.com/Classroom_Tools/Post_Its.htm: An incredible website ladden with materials on 6+1, including rubrics and explar papers</p>	

<p>using the writing process and Writer's Workshop/Writing Proces for various writing skills</p>	<p>Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered. -Tell students if homework is for practice or preparation for upcoming units. -Maximize the effectiveness of feedback by varying the way it is delivered. <p>Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Assign timed quizzes for homework and have students report on their speed and accuracy. -Focus practice on difficult concepts and set aside time to accommodate practice periods. <p>Cues, Questions, and Advanced Organizers</p> <p>Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Pause briefly after asking a question. Doing so will increase the depth of your students' answers. -Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it. 	
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	<p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u></p> <p>Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>PUBLISH, TECHONOLGY, PEER, COLLABORATION</p>	<p>WHAT ARE THE DIFFERENT TYPES OF PUBLISHING TOOLS? HOW DOES TECHNOLOGY AND PEER COLLABORATION ENHANCE MY WRITING?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.1.7	Description: 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).		
	First grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together. At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes. Students do this work with prompting and support.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
Board Objective: I can participate in shared research and writing projects.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Assess formal writing samples developed weekly or monthly using the writing process and Writer’s Workshop/Writing Proces for various writing skills	Use a unique and unusual text to capture the student audience. Distribute a note sheet and explain to the class that they are going to listen to several stories today and tomorrow about the topic. During the stories and after, the teacher will pause to discuss the information the students gathered and organized into their note sheet. (This information will be used to develop a paragraph later in the week.) <u>Marzano’s Strategies for use in teaching Writing include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort. Applications: -Share stories about people who succeeded by not giving up. -Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data. According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards. Applications: -Find ways to personalize recognition. Give awards for individual accomplishments. -“Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student’s performance improves as a result, offer praise. Homework and Practice Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the		Writing Curriculum: Week-By-Week Lessons: Grade 1: Standards-Based Lessons That Guide Students Through the Writing Process, Teach Conventions, Explore Genres, and Help First Graders Write Effective Sentences and Paragraphs 6+1 Write Traits Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.writingfix.com/Classroom_Tools/Post_Its.htm : An incredible website ladden with materials on 6+1, including rubrics and explar papers

purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

-Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.

-Tell students if homework is for practice or preparation for upcoming units.

-Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

-Assign timed quizzes for homework and have students report on their speed and accuracy.

-Focus practice on difficult concepts and set aside time to accommodate practice periods.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

-Pause briefly after asking a question. Doing so will increase the depth of your students' answers.

-Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

	<p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u></p> <p>Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>Research,</p>	<p>WHAT IS RESEARCH? WHY IS RESEARCH IMPORTANT? HOW DO YOU ORGANIZE INFORMATION INTO STEPS?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT:
CODE: W.1.8	Description: WITH GUIDANCE AND SUPPORT FROM ADULTS, RECALL INFORMATION FROM EXPERIENCES OR GATHER INFORMATION FROM PROVIDED SOURCES TO ANSWER A QUESTION.		
	First grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together. At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge the pieces they need to answer research questions and take notes. Students do this work with prompting and support.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Board Objective: I can recall information from experience or gather information from a provided source to answer a question under the guidance and support of an adult.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Assess formal writing samples developed weekly or monthly using the writing process and Writer's Workshop/Writing Process for various writing skills	To guide the development of student writing, establish a set conference schedule. During conference schedules help the students accomplish the following to recall and include essential information in their writing: 1. SET GOAL - tell them up front what their focus is (a target skill or trait: ideas, details, beginnings, etc.). Narrow the teaching focus to one major point. 2. Student reads the piece. When the student reads, it gives the student ownership but the teacher focuses on the message first-content. 3. REFLECT on what was heard. That becomes instant gratification for the reader. Many times the student orally fills in the gaps which can be used to add quality details. The focus should be on "How can you add them?" not "Would you like to add..." 4. POINT out what is going well; paying a compliment to the reader so he might repeat the success. (Read the specific sentence and comment,"It creates a wonderful picture. I can't wait to read more!) 5. QUESTION- to solicit more details: • What type of ____... • Is that allowed... • When does he... • What color is... Always follow with "HOW CAN YOU ADD THOSE DETAILS?" Teach by giving an explanation, looking at a piece of literature together, or referring back to a mini-lesson. <u>Marzano's Strategies for use in teaching Writing include, but are not limited to:</u> Reinforcing Effort and Providing Recognition Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.		Writing Curriculum: Week-By-Week Lessons: Grade 1: Standards-Based Lessons That Guide Students Through the Writing Process, Teach Conventions, Explore Genres, and Help First Graders Write Effective Sentences and Paragraphs 6+1 Write Traits Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.writingfix.com/Classroom_Tools/Post_Its.htm : An incredible website ladden with materials on 6+1, including rubrics and explar papers

Applications:

- Share stories about people who succeeded by not giving up.
- Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.

According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:

- Find ways to personalize recognition. Give awards for individual accomplishments.
- “Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
- Tell students if homework is for practice or preparation for upcoming units.
- Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

Cues, Questions, and Advanced Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.

	<p><u>Habits of Mind to be implemented during <i>Writing</i> include, but are not limited to:</u></p> <p>Creating, Imagining and Innovating Try a different way! Generating new and novel ideas, fluency, originality</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge</p> <p>Thinking Interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p> <p>Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p> <p>Applying Past Knowledge to New Situations Use what you Learned! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>RECALL, INFORMATION</p>	<p>WHAT INFORMATION CAN WE RECALL FROM READING SOURCES? HOW DO YOU GATHER AND ORGANIZE RECALLED INFORMATION FOR WRITING?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT: N/A
CODE: W.1.9	Description: (BEGINS IN GRADE 4.)		
	ACT/Anchor Standard:		
	Board Objective:		
ASSESSMENTS:	STRATEGIES:		RESOURCES:
VOCABULARY:			ESSENTIAL QUESTIONS:

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GRADE: 1		SUBJECT: ELA	STRAND: Writing	MONTH(S) TAUGHT: N/A
CODE: W.1.10	Description: (BEGINS IN GRADE 3.)			
	ACT/Anchor Standard:			
	Board Objective:			
ASSESSMENTS:		STRATEGIES:		RESOURCES:
VOCABULARY:			ESSENTIAL QUESTIONS:	

GRADE: 1	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.1.1A	Description: 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).		
	Students in grade one will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observe. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats. First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Board Objective: I can follow the classroom rules and participate in a class discussion to exchange information.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Informal Assessments (Observations and Guided Reading Group discussions) Lit circles, Calendar/Carpet time (i.e. when students share Good News)	Create a class social contract that outlines the rules and expectations of the classroom and circle time, creating a welcoming and safe environment for discussion. <u>Marzano's Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u> Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach. Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. <u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u> Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an	Questioning Lessons: http://reading.leesummit.k12.mo.us/Microsoft%20Word%20-%20Questioning%20lessons%20with%20first%20grade.pdf Creating a Social Contract: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-protocol-for-developing-the-social-contract.pdf Question Map (Asking Questions Lesson): http://teamvfirstgradefun.blogspot.com/2012/05/asking-questions-lesson.html Speaking and Listening Rubrics: http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf	

	<p>effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>Oral Language Rubric and Development Explanation: http://literacyreferencelem.pbworks.com/f/Oral-Language-A.pdf</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>RULES, DISCUSSION</p>	<p>HOW DO RULES HELP GUIDE A CONVERSATION? WHAT ARE THE TRAITS OF CONVERSATION?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Speaking and listening	MONTH(S) TAUGHT:
CODE: SL.1.1B	Description: BUILD ON OTHERS' TALK IN CONVERSATIONS BY RESPONDING TO THE COMMENTS OF OTHERS THROUGH MULTIPLE EXCHANGES.		
	Students in grade one will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observe. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats. First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
Board Objective: I can ask questions to gather information and continue a conversation.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Informal Assessments (Observations and Guided Reading Group discussions) Lit circles, Calendar/Carpet time (i.e. when students share Good News)	introduce the 4 Ws (who, what, when, where, why) and 1 H (How) to the class. Brainstorm different types of questions and question stems that students can use in their dialogue with each other. Post this information where everyone can see when sitting at their seats or in class. <u>Marzano's Strategies to be used in teaching Speaking and Listening include, but are not limited to:</u> Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach. Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. <u>Habits of Mind to be implemented during Speaking and Listening include, but are not limited to:</u> Listening to Others with Understanding and Empathy	Questioning Lessons: http://reading.leesummit.k12.mo.us/Microsoft%20Word%20-%20Questioning%20lessons%20with%20first%20grade.pdf Creating a Social Contract: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-protocol-for-developing-the-social-contract.pdf Question Map (Asking Questions Lesson): http://teamvfirstgradefun.blogspot.com/2012/05/asking-questions-lesson.html Speaking and Listening Rubrics: http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf	

	<p>Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>Oral Language Rubric and Development Explanation: http://literacyreferencelem.pbworks.com/f/Oral-Language-A.pdf</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>CONVERSATION, COMMENTS, EXCHANGE</p>	<p>WHY IS IMPORTANT TO LISTEN AND ASK QUESTIONS DURING A CONVERSATION?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.1.1C	Description: ASK QUESTIONS TO CLEAR UP ANY CONFUSION ABOUT THE TOPICS AND TEXTS UNDER DISCUSSION. Students in grade one will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observe. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats. First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
	Board Objective: I can ask questions to clear up any confusion about the topics and text under discussion.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Informal Assessments (Observations and Guided Reading Group discussions) Lit circles, Calendar/Carpet time (i.e. when students share Good News)	introduce the 4 Ws (who, what, when, where, why) and 1 H (How) to the class. Brainstorm different types of questions and question stems that students can use in their dialogue with each other. Post this information where everyone can see when sitting at their seats or in class. <u>Marzano's Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u> Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach. Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. <u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u> Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.	Questioning Lessons: http://reading.leesummit.k12.mo.us/Microsoft%20Word%20-%20Questioning%20lessons%20with%20first%20grade.pdf Creating a Social Contract: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-protocol-for-developing-the-social-contract.pdf Question Map (Asking Questions Lesson): http://teamvfirstgradefun.blogspot.com/2012/05/asking-questions-lesson.html Speaking and Listening Rubrics: http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf	

	<p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>Oral Language Rubric and Development Explanation: http://literacyreferencelem.pbworks.com/f/Oral-Language-A.pdf</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>QUESTION, CLARIFY</p>	<p>WHY IS IT IMPORTANT TO ASK QUESTIONS TO CLARIFY AND ENCHANCE ONES UNDERSTANDING OF THE CONVERSATION?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.1.2	Description: ASK AND ANSWER QUESTIONS ABOUT KEY DETAILS IN A TEXT READ ALOUD OR INFORMATION PRESENTED ORALLY OR THROUGH OTHER MEDIA.		
	Students in grade one will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observe. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats. First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
Board Objective: I can ask and answer questions about key details in a text read-aloud or information presented orally and through other media.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Informal Assessments (Observations and Guided Reading Group discussions) Lit circles, Calendar/Carpet time (i.e. when students share Good News)	Introduce to the class the concept of THICK and thin questions. Thin questions are simple and easy to answer. THICK questions are more difficult, requiring students to think and take their time responding to the question, sometimes citing examples in the text. Practice developing THICK and thin questions. Model examples of thin questions and THICK questions. (Use the Question Lesson link in resources for more information.) <u>Marzano's Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u> Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach. Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.		Question Stems for Teachers: https://docs.google.com/a/madison-academy.org/file/d/0BzRpxDHf6gwcRUZnOHRlaEdwMw/edit Questioning Lessons: http://reading.leesummit.k12.mo.us/Microsoft%20Word%20-%20Questioning%20lessons%20with%20first%20grade.pdf Creating a Social Contract: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-protocol-for-developing-the-social-contract.pdf Question Map (Asking Questions Lesson):

	<p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>http://teamvfirstgradefun.blogspot.com/2012/05/asking-questions-lesson.html</p> <p>Speaking and Listening Rubrics: http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>Oral Language Rubric and Development Explanation: http://literacyreferencelem.pbworks.com/f/Oral-Language-A.pdf</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
QUESTION, DETAILS, UNDERSTANDING, STORY, MEDIA	WHAT QUESTIONS SHOULD WE ASK ABOUT THE DETAILS IN A STORY OR OTHER MEDIA?	

GRADE: 1	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.1.3	Description: ASK AND ANSWER QUESTIONS ABOUT WHAT A SPEAKER SAYS IN ORDER TO GATHER ADDITIONAL INFORMATION OR CLARIFY SOMETHING THAT IS NOT UNDERSTOOD.		
	Students in grade one will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observe. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc). First grade students will also ask and answer questions about key details of a text read aloud or information presented in multiple formats. First grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Board Objective: I can ask and answer questions about what a speaker says in order to gather more information or clarify something that is not understood.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Informal Assessments (Observations and Guided Reading Group discussions) Lit circles, Calendar/Carpet time (i.e. when students share Good News)	Introduce the 4 Ws (who, what, when, where, why) and 1 H (How) to the class. Brainstorm different types of questions and question stems that students can use in their dialogue with each other. Post this information where everyone can see when sitting at their seats or in class Introduce to the class the concept of THICK and thin questions. Thin questions are simple and easy to answer. THICK questions are more difficult, requiring students to think and take their time responding to the question, sometimes citing examples in the text. Practice developing THICK and thin questions. Model examples of thin questions and THICK questions. (Use the Question Lesson link in resources for more information.) <u>Marzano's Strategies to be used in teaching Speaking and Listening include, but are not limited to:</u> Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach. Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive	Question Stems for Teachers: https://docs.google.com/a/madison-academy.org/file/d/0BzRpxDhf6gwcRUZnOHRiaEdwMw/edit Questioning Lessons: http://reading.leesummit.k12.mo.us/Microsoft%20Word%20-%20Questioning%20lessons%20with%20first%20grade.pdf Creating a Social Contract: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-protocol-for-developing-the-social-contract.pdf Question Map (Asking Questions)	

	<p>interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.</p> <p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>Lesson): http://teamvfirstgradefun.blogspot.com/2012/05/asking-questions-lesson.html</p> <p>Speaking and Listening Rubrics: http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>Oral Language Rubric and Development Explanation: http://literacyreferencelem.pbworks.com/f/Oral-Language-A.pdf</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
QUESTIONS, CLARIFY, INFORMATION	HOW DO WE ASK QUESTIONS TO CLEAR UP CONFUSION? HOW DO WE ASK QUESTIONS TO LEARN NEW INFORMATION?	

GRADE: 1	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.1.4	Description: DESCRIBE PEOPLE, PLACES, THINGS, AND EVENTS WITH RELEVANT DETAILS, EXPRESSING IDEAS AND FEELINGS CLEARLY.		
	<p>First grade students should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays.</p> <p>Students will need to engage in behaviors (turn and talk, small group discussion, and listening and speaking learning centers) that lead to the expression of complete ideas both verbally and in writing. Students will also need a purposeful focus throughout ELA on choice-making.</p> <ul style="list-style-type: none"> • For example, first grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences when appropriate to the audience. 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
Board Objective: I can improve my conversations by clearly describing people, places, things and events.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Informal Assessments (Observations and Guided Reading Group discussions) Lit circles, Calendar/Carpet time (i.e. when students share Good News)	<p>As students share ideas in class, encourage them to add details to their oral response or describe the event deeper. Using teacher and student questioning (dialogue exchange) to encourage deeper, more descriptive student responses. Narrative writing and lessons on using adjectives make a greater leaping point for encourage more descriptive oral dialogue.</p> <p><u>Marzano’s Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.</p> <p>Applications:</p> <ul style="list-style-type: none"> -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. <p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not</u></p>		<p>Question Stems for Teachers: https://docs.google.com/a/madison-academy.org/file/d/0BzRpxDHf6gwcRUZnOHRlaEdwMWs/edit</p> <p>uestioning Lessons: http://reading.leesummit.k12.mo.us/Microsoft%20Word%20-%20Questioning%20lessons%20with%20first%20grade.pdf</p> <p>Creating a Social Contract: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-protocol-for-developing-the-social-contract.pdf</p> <p>Question Map (Asking Questions Lesson):</p>

	<p>limited to:</p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p>http://teamvfirstgradefun.blogspot.com/2012/05/asking-questions-lesson.html</p> <p>Speaking and Listening Rubrics: http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>Oral Language Rubric and Development Explanation: http://literacyreferencelem.pbworks.com/f/Oral-Language-A.pdf</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
DETAILS, IDEAS	HOW CAN YOU DESCRIBE PEOPLE, THINGS, OR EVENTS USING FEELINGS AND DETAILS?	

GRADE: 1	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.1.5	Description: ADD DRAWINGS OR OTHER VISUAL DISPLAYS TO DESCRIPTIONS WHEN APPROPRIATE TO CLARIFY IDEAS, THOUGHTS AND FEELINGS.		
	<p>First grade students should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays.</p> <p>Students will need to engage in behaviors (turn and talk, small group discussion, and listening and speaking learning centers) that lead to the expression of complete ideas both verbally and in writing. Students will also need a purposeful focus throughout ELA on choice-making.</p> <ul style="list-style-type: none"> • For example, first grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences when appropriate to the audience. 		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
Board Objective: I can use visuals and illustrations to explain my ideas.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Informal Assessments (Observations and Guided Reading Group discussions) Lit circles, Calendar/Carpet time (i.e. when students share Good News)	<p>Instruct the students to create a picture that provides information about what they did last night or what they did over the weekend or even Winter/Spring Break, depending on when the activity is used. Then, gather the students in a circle and have the students share what they did last night/weekend, or over Winter/Spring Break, depending on the question. As the students orally recount their experiences, have them share their pictures. (This activity can be extended further and students can then provide a written account during writing to practice narrative writing.)</p> <p><u>Marzano’s Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Cooperative Learning</p> <p>Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.</p> <p>Applications:</p> <ul style="list-style-type: none"> -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability. 		<p>Question Stems for Teachers: https://docs.google.com/a/madison-academy.org/file/d/0BzRpxDHf6gwcRUZnOHRlaEdwMWs/edit</p> <p>Questioning Lessons: http://reading.leesummit.k12.mo.us/Microsoft%20Word%20-%20Questioning%20lessons%20with%20first%20grade.pdf</p> <p>Creating a Social Contract: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-protocol-for-developing-the-social-contract.pdf</p> <p>Question Map (Asking Questions Lesson):</p>

	<p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>http://teamvfirstgradefun.blogspot.com/2012/05/asking-questions-lesson.html</p> <p>Speaking and Listening Rubrics: http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>Oral Language Rubric and Development Explanation: http://literacyreferencelem.pbworks.com/f/Oral-Language-A.pdf</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>VISUAL, CLARIFY, CONVERSATION, THOUGHTS</p>	<p>HOW CAN VISUALS CLARIFY IDEAS AND THOUGHTS SHARED IN CONVERSATIONS?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Speaking and Listening	MONTH(S) TAUGHT:
CODE: SL.1.6	Description: PRODUCE COMPLETE SENTENCES WHEN APPROPRIATE TO TASK AND SITUATION. First grade students should be able to report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions. They should be able to add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate visual displays. Students will need to engage in behaviors (turn and talk, small group discussion, and listening and speaking learning centers) that lead to the expression of complete ideas both verbally and in writing. Students will also need a purposeful focus throughout ELA on choice-making. • For example, first grade students need to be able to choose visual displays that add to and support their thinking about a topic. Students must be able to articulate their ideas in complete sentences when appropriate to the audience.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.SL.1.6 Produce complete sentences when appropriate to task and situation.		
	Board Objective: I can use complete sentences when appropriate to task and situation.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Informal Assessments (Observations and Guided Reading Group discussions) Lit circles, Calendar/Carpet time (i.e. when students share Good News)	Discuss the importance of using complete sentences in dialogue exchanges. Practice recognizing the difference between a complete sentence and a sentence phrase by completing the following whole group exercise: Have the teacher write 5 complete sentences and 5 sentence phrases on note cards or sentence strips. Next, have the teacher read the complete sentences and phrases out loud to the class. Discuss and determine if it was phrase or complete sentence that was read. Look at the list of sorted phrases and complete sentences. Note how much more information and complete the ideas are with the full sentences rather than just a phrase. <u>Marzano's Strategies to be used in teaching <i>Speaking and Listening</i> include, but are not limited to:</u> Cooperative Learning Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach. Applications: -When grouping students, consider a variety of criteria, such as common experiences or interests. -Vary group sizes and objectives. -Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.	uestion Stems for Teachers: https://docs.google.com/a/madison-academy.org/file/d/0BzRpxDHf6gwcRUZnOHRlaEdwMWs/edit uestioning Lessons: http://reading.leesummit.k12.mo.us/Microsoft%20Word%20-%20Questioning%20lessons%20with%20first%20grade.pdf Creating a Social Contract: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-protocol-for-developing-the-social-contract.pdf Question Map (Asking Questions Lesson): http://teamvfirstgradefun.blogspot.com/2012/05/asking-questions-	

	<p><u>Habits of Mind to be implemented during <i>Speaking and Listening</i> include, but are not limited to:</u></p> <p>Listening to Others with Understanding and Empathy Understand Others! Devoting mental energy to another person’s thoughts and ideas. Make an effort to perceive another’s point of view and emotions.</p> <p>Thinking Flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.</p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Responding with Wonderment and Awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p> <p>Managing Impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p> <p>Taking Responsible Risks Venture out! Being adventuresome; living on the edge of one’s competence. Try new things constantly.</p>	<p>lesson.html</p> <p>Speaking and Listening Rubrics: http://old.sandi.net/depts/literacy/rubrics/list_speak.pdf</p> <p>Oral Language Rubric and Development Explanation: http://literacyreferencelem.pbworks.com/f/Oral-Language-A.pdf</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
OO COMPLETE SENTENCE, PHRASE, CONVERSATION	WHEN IS IMPORTANT TO USE COMPLETE SENTENCES DURING A CONVERSATION?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.1A	Description: PRINT ALL UPPER- AND LOWERCASE LETTERS. An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically. ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Board Objective: I can neatly print all upper-and lowercase letters.		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	10 Ways to Practice Handwriting: 1. Pour cornmeal onto a cookie sheet. Then an adult draws a letter in the cornmeal. Have the child trace the letter a couple times. Then the child can draw the letter in the cornmeal themselves. If needed, an adult can guide the child’s hand to make the letter appropriately. 2. Buy cheap hair gel and put it in a large Ziploc bag. Lie the bag on a flat surface and the child can use their finger to draw letters. 3. Put shaving cream on the desk and have the child write letters with their finger. 4. Use sidewalk chalk or a paint brush with water to make letters outside. 5. Use blocks to make large letters on the floor. 6. Create letters out of playdoh. 7. Use Wikki Sticks or pipe cleaners to make letters. 8. Make letters out of a snack food, for example, raisins, cereal or marshmallows. 9. Make letters using push pins in a cork board. 10. Have the child crumple tissue paper, then glue the tissue paper on to cover the letter. <u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students’ own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com http://www.k12reader.com/ http://www.readingrockets.org	

	<p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes. Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u> Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations. Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve. Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.enchantedlearning.com/ Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
UPPERCASE LETTERS, LOWERCASE LETTERS	HOW DO YOU PRINT UPPER- AND LOWERCASE LETTERS? WHY IS IT IMPORTANT TO BE ABLE TO PRINT UPPER- AND LOWERCASE LETTERS?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.1.B	Description: USE COMMON, PROPER, AND POSSESSIVE NOUNS.		
	<p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p>		
	ACT/Anchor Standard: grammar and usage when writing or speaking.		
Board Objective: I can correctly use common, proper, and possessive nouns in my sentences.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Proper Noun Pizza: Give each child a "slice of brown paper" and a matching slice of yellow paper for the cheese and three red pepperoni circles. Have the children label the crust with the title "Proper Nouns" and write a proper noun on each pepperoni slice. Display the pizza slices around the classroom to create a visible collection of proper nouns.</p> <p>Proper Noun Jot Down: Create a set of proper noun flashcards on index cards. Have the students spread the cards face-down on their desk and select five. Then, have the students write a sentence for each of the proper nouns that they picked, correctly capitalizing the word.</p> <p>Word Sorts: Provide students with a collection words. Words can be sorted into two or three categories. Example sorts: Noun/Not a Noun, Common/Proper, Proper/Possessive, Not Possessive/Possessive, Common/Proper/Possessive.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications:</p> <p>-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p>	

	<p>-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u> Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations. Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve. Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccsstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
COMMON NOUN, PROPER NOUN, AND POSSESSIVE NOUN	WHAT IS A COMMON NOUN? WHAT IS A PROPER NOUN? WHAT IS A POSSESSIVE NOUN?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
<p>CODE:</p> <p>L.1.1.C</p>	<p>Description: USE SINGULAR AND PLURAL NOUNS WITH MATCHING VERBS IN BASIC SENTENCES (E.G., HE HOPS; WE HOP).</p> <p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p> <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Board Objective: I can correctly use singular and plural nouns with matching verbs in basic sentences.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Performance Series Achievement Series</p> <p>Open Court Unit Assessments Spelling Tests</p> <p>Center-based and content area activities Daily 5 Word Work activities</p> <p>Informal Assessments (Observations and discussions)</p>	<p>CLOZE Activity: Provide students with 5 sentences that have the verbs removed from the sentences. Leaving a blank line for the verb, present the students with two choices for the verb below the line. For example, the teacher might write on the CLOZE Activity the following sentence "The cat _____ on the couch. " and below the line in the sentence she prints the following two verb choices: "jump" and "jumps." Have the students select the correct verb based on the type of noun in the sentence and discuss.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications:</p> <p>-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/</p>	

	<p>-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
VERB, SINGULAR, PLURAL	WHY IS IT IMPORTANT FOR A VERB FORM TO MATCH THE NOUNS IN THE SENTENCES I WRITE?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
<p>CODE:</p> <p>L.1.1.D</p>	<p>Description: USE PERSONAL, POSSESSIVE, AND INDEFINITE PRONOUNS (E.G., I, ME, MY; THEY, THEM, THEIR, ANYONE, EVERYTHING).</p>		
	<p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p>		
	<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
<p>Board Objective: I can correctly use personal, possessive, and indefinite pronouns.</p>			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Performance Series Achievement Series</p> <p>Open Court Unit Assessments Spelling Tests</p> <p>Center-based and content area activities Daily 5 Word Work activities</p> <p>Informal Assessments (Observations and discussions)</p>	<p>Pronoun Memory:</p> <ol style="list-style-type: none"> 1. All the cards are placed on the table face-down (or posted on the board in a similar way). The players can be divided into two groups. 2. The groups take turns turning over the cards. 3. Each player gets a chance to turn over two cards. If they do not match, they have to be turned back again so everybody else cannot see. If they match, they stay as they are, with the pictures facing front already. 4. The players must try to remember the positions of the pictures as they were turned over by the others, and then match as many as they can when it is their turn. <p>Now for your pronouns lesson, you can prepare cards with the basic personal pronouns---he, she, it, they. On the other cards, place pictures of people that match these pronouns. For example, the pronoun "she" matches a picture of a girl while the pronoun "it" matches a picture of a pencil. If you have more pictures, then you can repeat the pronouns so there will be equal matches.</p> <p>A variation of this game is for you to use nouns instead of the pictures. For instance, the pronoun "he" matches "Andrew" while the pronoun "they" matches "the children".</p> <p>Pronoun Scavenger Hunt:</p> <p>Prepare for this activity by hiding different pictures and nouns around the classroom. For each round, let the students look for those that match the pronoun you will mention. For example, if you say "she" for a certain round, they must only gather pictures of females and nouns that can be replaced by this particular pronoun, such as "sister" and "waitress". You may ask them to stick these pictures and nouns on the board under the corresponding pronoun.</p> <p>You may want to do this activity by groups too! Assign one pronoun for each group, so that</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/</p>	

every group will be looking for and collecting different pictures and nouns.

Jumping Pronoun Game:

Jumping is a favorite activity for energetic first graders, so this game will definitely leave them smiling and will make them more eager to participate. Prepare large mats that you can stick different pronouns on. This time, you can include other pronouns aside from "he", "she", "it", and "they". Each group must have a "jumping mat". The players in a group can take turns. For each turn, write or show a sentence on the board, with an underlined noun that must be replaced with the correct pronoun. In just five seconds, the player must then jump on the right pronoun to earn a point for his group. Let the groups race to 10 points or any number of points you wish for them to achieve.

Marzano's Strategies to be used in teaching *Language* include, but are not limited to:

Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

-Keep feedback timely and specific.

-Encourage students to lead feedback sessions.

Habits of Mind to be implemented during *Language* include, but are not limited to:

Thinking and Communicating with Clarity and Precision

Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.

Questioning and Posing Problems

<http://www.readingrockets.org>
www.enchantedlearning.com/

Dolch Sight Word List
 Fry High Frequency Word List

<http://www.starfall.com/>
<http://www.highlightskids.com/>
<http://www.scholastic.com/parents/play/games/>
http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html

	<p>How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses</p> <p>Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	
VOCABULARY:	ESSENTIAL QUESTIONS:	
PERSONAL PRONOUN, POSSESSIVE PRONOUN, INDEFINITE PRONOUN	WHAT IS A PERSONAL PRONOUN? WHAT IS A POSSESSIVE PRONOUN? WHAT IS AN INDEFINITE PRONOUN?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
<p>CODE:</p> <p>L.1.1.E</p>	<p>Description: USE VERBS TO CONVEY A SENSE OF PAST, PRESENT, AND FUTURE (E.G., YESTERDAY I WALKED HOME; TODAY I WALK HOME; TOMORROW I WILL WALK HOME).</p> <p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p> <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Board Objective: I can correctly use verbs to convey a sense of past, present, and future in my speaking and writing.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Performance Series Achievement Series</p> <p>Open Court Unit Assessments Spelling Tests</p> <p>Center-based and content area activities Daily 5 Word Work activities</p> <p>Informal Assessments (Observations and discussions)</p>	<p>Verb Tic-Tac-Toe: Use the chalkboard or an erasable marker board to draw a large tic tac toe grid. Fill in each square with a sentence, but leave out the verb. Students take turns to fill in the blank with a verb of the proper tense of the verb "see." For example, "Mary _____ a dollar bill on the ground yesterday." The student should fill in the blank with the past tense of the verb. If he supplies the verb "saw," he will get an X in the blank. The game continues with other students participating with different verbs supplied by the teacher.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications:</p> <p>-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p>		<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/</p>

	<p>-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
PAST TENSE, PRESENT TENSE, FUTURE TENSE, VERB	WHAT IS A VERB? WHY DO WE USE DIFFERENT TENSES OF VERBS IN OUR WRITING? WHAT ARE PAST TENSE VERBS? WHAT ARE PRESENT TENSE VERBS? WHAT ARE FUTURE TENSE VERBS?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.1.F	<p>Description: USE FREQUENTLY OCCURRING ADJECTIVES.</p> <p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p> <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Board Objective: I can use frequently occurring adjectives to enhance my speaking and writing.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Picture Description: Give each student a picture from a magazine. Have them create a list of five or six adjectives that they could use to describe the nouns in the picture. Allow the students time to discuss and share. Extend the assignment by having the students write descriptive sentences about the picture with those adjectives.</p> <p>Amazing Adjectives: Have each student create a self-portrait of themselves. Next, provide them with a template to write down five or six adjectives that describe themselves. On colored construction paper, have the students paste their self-portrait in the center and the adjectives that they selected about themselves around the portrait. Display projects on the bulletin board or hallway.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students’ own objectives.</p> <p>Applications:</p> <p>-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org</p>	

	<p>Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.enchantedlearning.com/ Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>ADJECTIVE</p>	<p>HOW DO ADJECTIVES HELP IMPROVE MY SENTENCES? WHAT IS AN ADJECTIVE?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.1.G	<p>Description: USE FREQUENTLY OCCURRING CONJUNCTIONS (E.G., AND, BUT, OR, SO, BECAUSE). An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p> <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Board Objective: I can correctly use frequently occurring conjunctions in my sentences.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Find the Conjunctions: Introduce the different types of conjunctions and discuss their purpose, modeling how conjunctions help connect two sentences. Then, have the students go on a Conjunction Scavenger hunt in their readers or in a copy of a current Weekly Reader.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org</p>	

	<p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.enchantedlearning.com/ Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
CONJUNCTION	WHAT IS A CONJUNCTION? WHY DO WRITERS USE CONJUNCTIONS IN THEIR SENTENCES?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.1.H	<p>Description: USE DETERMINERS (E.G., ARTICLES, DEMONSTRATIVES). An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p> <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Board Objective: I can correctly use determiners in my sentences.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Create word sorts that encourage students to sort specific words based on their parts of speech.</p> <p>Play BINGO with parts of speech.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes. Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during Language include, but are not limited to:</u> Thinking and Communicating with Clarity and Precision</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org</p>	

	<p>Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.enchantedlearning.com/ Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
DETERMINER, ARTICLE, DEMONSTRATIVE	WHAT IS A DETERMINER?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.1.I	<p>Description: USE FREQUENTLY OCCURRING PREPOSITIONS (E.G., DURING, BEYOND, TOWARD). An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.” First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p> <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Board Objective: I can correctly use frequently occurring prepositions in my sentences.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Acting Out Prepositions: Write prepositions on index cards and pass one out to each student. Give them time to read their word or get a friend to help them read the word. Then, come to the middle of the classroom where there is a chair. The students are told to show the word using the chair and their body. The children get pretty creative and have fun with these words. For example, if the word is "under". The child gets under the chair. The other children will guess their word.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes. Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org</p>	

	<p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents /play/games/ http://web.ccsd.k12.wy.us/techcurr /CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
PREPOSITION	WHAT IS A PREPOSITION? WHY IS IT IMPORTANT TO CORRECTLY USE PREPOSITIONS IN MY SENTENCES?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.1J	Description: PRODUCE AND EXPAND COMPLETE SIMPLE AND COMPOUND DECLARATIVE, INTERROGATIVE, IMPERATIVE, AND EXCLAMATORY SENTENCES IN RESPONSE TO PROMPTS.		
	An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”		
	First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English. At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			Board Objective: I can correctly produce and expand complete and simple compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts.
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	Daily Writing Prompts: Provide students with a daily writing prompt at the beginning of each writing lesson or reading lesson, whichever works best for the class. Provide students with writing prompts that elicit various types of responses--excitement, prompting a question or continuing the start of a sentence. <u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes. Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com	

	<p>-Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
SIMPLE SENTENCE, COMPOUND SENTENCE, DECLARATIVE SENTENCE, INTERROGATIVE SENTENCE, IMPERATIVE SENTENCE, EXCLAMATORY SENTENCE	WHAT IS THE DIFFERENCE BETWEEN A SIMPLE AND COMPOUND SENTENCE? WHAT IS A DECLARATIVE SENTENCE? INTERROGATIVE SENTENCE? IMPERATIVE SENTENCE? EXCLAMATORY SENTENCE?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.2A	Description: CAPITALIZE DATES AND NAMES OF PEOPLE.		
	<p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Board Objective: I can correctly capitatlize dates and names of people in my sentences			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities nformal Assessments (Observations and discussions)	<p>Stand-Up for Capitalization: Before playing, prepare at least 15 sentences that are chock full of proper adjectives, nouns, and other capitalized parts of speech. When you are ready to play, have your students sit at their desks. Read a sentence to the class. Then, repeat the sentence aloud to your students slowly, and have the students stand up or sit down each time they hear a word that should be capitalized.</p> <p><u>Marzano’s Strategies to be used in teaching <i>Language</i> include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.</p>	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com http://www.k12reader.com/ http://www.readingrockets.org	

	<p>-Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.enchantedlearning.com/ Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccsstech_1.html</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>CAPITALIZATION, DATES, NAMES</p>	<p>WHAT TYPES OF WORDS DO WE CAPITALIZE IN OUR WRITING? WHY IS IT IMPORTANT TO CORRECTLY CAPITALIZE WORDS IN OUR WRITING?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.2B	<p>Description: USE END PUNCTUATION FOR SENTENCES.</p> <p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p> <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Board Objective: I can correctly use commas in dates and to separate single words in a series in my sentences.</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Punctuation Madness: Play a game with a class of first graders divided into two groups. Hold up a sentence on a large sentence strip that's missing the ending mark. Each team should have access to large ending marks. When the teacher says "go," the designated member from each team should take the appropriate ending mark to the front of the class and stand at the end of the sentence strip. Ask the students to explain why they chose the punctuation they did. Turn it into a racing game if it would add to their excitement.</p> <p>Capitalization and Punctuation: Saying, singing and acting out lessons can help with retention of lesson concepts. Choose an act for capitals, such as asking the children to put their hands in their air at the beginning of the sentence and stomp at the end of the sentence and say "period!" They can tap their fingers once after a comma and twice after a period to learn the "pause" for the comma and the "stop" for the period in a quieter way. Alternatively, make specific sounds to denote the punctuation when you're reading to the first graders. Smack your lips when you come to a period, say "hmmm" at commas, say "huh?" after a question mark and "woah!" at an exclamation mark. Practice punctuation while walking by stopping at periods, pausing at commas, shrugging at question marks and throwing your hands in the air for exclamation marks. Air quotation marks with two fingers can signify quotes.</p> <p><u>Marzano's Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org</p>	

	<p>identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <p>-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.</p> <p>-Keep feedback timely and specific.</p> <p>-Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
PUNCTUATION, EXCLAMATION MARK, PERIOD, QUESTION MARK	WHAT IS END PUNCTUATION? WHY IS IT IMPORTANT TO USE END PUNCTUATION IN MY SENTENCES?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.2c	Description: USE COMMAS IN DATES AND TO SEPARATE SINGLE WORDS IN A SERIES.		
	<p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Board Objective: I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Comma Book: Give each student a paper and have them write their own sentence using commas to separate their list. Choose to give students a topic like favorite foods or members of their family. Consider having students first write their sentence on a white board so the teacher can check for correct comma placement. Once students have written their sentence, they can illustrate it. When all the students are finished, create a class cover for the book.</p> <p>Personalized Drills: While "drilling" often connotes dreary and old-fashioned learning practices, it can serve a useful role in helping students to integrate their lessons on punctuation. You can make comma drills slightly more interesting by providing engaging and relevant example sentences for students to punctuate with commas. (Courtesy of eHow Teaching Commas)</p> <p>Noticing Commas: As students read, find concrete ways for them to note proper comma use. For example, if you read to the class during a circle time activity, select large format books so that the class can read along. For a dedicated "comma time," have students raise their hands every time you come to a comma. While it would be impractical to give students feedback at every comma, you can stop every so often and praise the students who correctly noticed the comma use.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p>	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com http://www.k12reader.com/	

	<p>Applications:</p> <ul style="list-style-type: none"> -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions. <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
DATES, COMMAS	WHAT IS A COMMA? WHY DO WE USE COMMAS IN OUR WRITING? HOW DO WE USE COMMAS CORRECTLY IN OUR SENTENCES?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
<p>CODE:</p> <p>L.1.2E</p>	<p>Description: SPELL UNTAUGHT WORDS PHONETICALLY, DRAWING ON PHONEMIC AWARENESS AND SPELLING CONVENTIONS.</p> <p>An understanding of language is essential for effective communication. “The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts.”</p> <p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p> <p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Board Objective: I can use my understanding of phonemic awareness and spelling conventions to spell untaught words phonetically</p>		
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Performance Series Achievement Series</p> <p>Open Court Unit Assessments Spelling Tests</p> <p>Center-based and content area activities Daily 5 Word Work activities</p> <p>Informal Assessments (Observations and discussions)</p>	<p>Model for students how to spell unknown words phonetically. Ensure to incorporate a phonics component to the daily ELA block that focuses instruction on consonant blends/digraphs, vowel teams, and long/short vowels. Word sorts are also a good way to ensure that students are listening and identifying the correct sounds within words and how they are brought together to spell a word.</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students’ own objectives.</p> <p>Applications:</p> <p>-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <p>-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/</p>	

	<p>-Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents /play/games/ http://web.ccsd.k12.wy.us/techcurr /CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
PHONEMIC AWARENESS	WHAT IS PHONEMIC AWARENESS?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.4A	Description: USE SENTENCE-LEVEL CONTEXT AS A CLUE TO THE MEANING OF A WORD OR PHRASE		
	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Board Objective: I can use context clues from sentences to determine the meaning of a word or phrase.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Big Book CLOZE Activity: Using a big book, cover some of the words, to make it into a cloze activity. This It allows them to use prediction and their prior knowledge of language to solve for the missing word.</p> <p>Guess the Covered Word: Many first graders are very motivated to pay attention if they see their names printed. Make charts with a series of sentences and cover a word with Post-It notes to play "Guess the Covered Word." Students try to guess the covered word and tell what the "clues" were in the sentence that helped them:</p> <p>Alexis sees her dog ____ its tail. (wag) Hope will wake up in the _____. (morning) Austin hit the ball with a _____. (bat) Jimmy ran to first _____. (base) Blake went down the _____. (slide) Liam and Rachel like to dig in the _____. (sand)</p> <p><u>Daily 5/Café Strategies</u></p> <p>Use prior knowledge and context to predict and confirm meaning Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Use dictionaries, thesauruses, and glossaries as tools</p> <p><u>Marzano's Strategies to be used in teaching Language include, but are not limited</u></p>		<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p>

	<p>to: Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications: -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
Context-clues	WHAT ARE CONTEXT CLUES?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.4B	Description: USE FREQUENTLY OCCURRING AFFIXES AS A CLUE TO THE MEANING OF A WORD.		
	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Board Objective: I can use frequently occurring affixes as a clue to a meaning of a word.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Suffix/Prefix Puzzles: Take a three-section plate (like from Dixie) and label the large section base word. Then, label one of the small sections prefix and one suffix then they can cut the word apart and put the parts in the correct spot. (This activity can be modified with a simple paper plate, using words that either have a base and suffix or prefix and a base.)</p> <p><u>Daily 5/Café Strategies</u></p> <p>Use prior knowledge and context to predict and confirm meaning</p> <p>Use pictures, illustrations, and diagrams</p> <p>Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.)</p> <p>Use dictionaries, thesauruses, and glossaries as tools</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications:</p> <p>-Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p>	

	<p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions. <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
AFFIXES	HOW DO YOU USE FREQUENTLY OCCURING AFFIXES TO DETERMINE THE MEANING OF A WORD?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.4c	Description: IDENTIFY FREQUENTLY OCCURRING ROOT WORDS (E.G., LOOK) AND THEIR INFLECTIONAL FORMS (E.G., LOOKS, LOOKED, LOOKING).		
	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
Board Objective: I can identify frequently occurring root words and their inflectional forms to determine or clarify the meaning of unknown words.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Root Word Trees: Cut a out a set of tree trunks for the following endings (label each trunk with the ending and the meaning of th ending): -s/-es (more than one), -ing (in progress), and -ed (past tense). Have the students create leaves that have words with these endings and sort the terms, discussing their meaning.</p> <p><u>Daily 5/Café Strategies</u> Use prior knowledge and context to predict and confirm meaning Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Use dictionaries, thesauruses, and glossaries as tools</p> <p><u>Marzano’s Strategies to be used in teaching <i>Language</i> include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p>	

	<p>know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <p>-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.</p> <p>-Keep feedback timely and specific.</p> <p>-Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
ROOT WORDS, INFLECTIONAL FORM	WHAT ARE ROOT WORDS? WHAT ARE INFLECTIONAL FORMS?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.5A	Description: SORT WORDS INTO CATEGORIES (E.G., COLORS, CLOTHING) TO GAIN A SENSE OF THE CONCEPTS THE CATEGORIES REPRESENT.		
	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Board Objective: I can sort words into categories to better understand the relationship among words.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Word Sorts are the most effective way to sort like terms. However, try using word sorts that prompt students to determine the categories in which to sort the words, discussing why they chose those particular categories to sort the words into.</p> <p><u>Daily 5/Café Strategies</u> Use prior knowledge and context to predict and confirm meaning Use pictures, illustrations, and diagrams Ask someone to define the word for you</p> <p><u>Marzano’s Strategies to be used in teaching <i>Language</i> include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p>	

	<p>give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions. <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>SORT, RELATIONSHIP</p>	<p>HOW CAN YOU SORT WORDS? WHAT CATEGORIES CAN USE TO SORT WORDS?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.5B	Description: 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).		
	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.		
	The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes. Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.		
ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
Board Objective: I can define words by category and by another key attribute to better understand the relationship among words.			
ASSESSMENTS:	STRATEGIES:		RESOURCES:
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	Word Maps: Provide each student with a word map, a diagram that contains multiple boxes for writing content in and illustrating key ideas. Present the students with a term. Have the students write the word in the center of the map. Then, have the students fill in the remaining boxes with ideas that describe the term, including an illustration. <u>Daily 5/Café Strategies</u> Use prior knowledge and context to predict and confirm meaning Use pictures, illustrations, and diagrams Ask someone to define the word for you <u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.		Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets www.superteacherworksheets.com

	<p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <ul style="list-style-type: none"> -Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this. -Keep feedback timely and specific. -Encourage students to lead feedback sessions. <p><u>Habits of Mind to be implemented during Language include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
VOCABULARY:	ESSENTIAL QUESTIONS:	
CATEGORY, KEY ATTRIBUTE	HOW CAN DEFINE WORDS BY THE CATEGORIES AND ATTRIBUTES THAT YOU SORT THEM WITH?	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.5C	Description: IDENTIFY REAL-LIFE CONNECTIONS BETWEEN WORDS AND THEIR USE (E.G., NOTE PLACES AT HOME THAT ARE COZY).		
	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p> <p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.</p>		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Board Objective: I can identify real-life connections between words and their use to better understand the meaning and relationship among words.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	<p>Word Maps: Provide each student with a word map, a diagram that contains multiple boxes for writing content in and illustrating key ideas. Present the students with a term. Have the students write the word in the center of the map. Then, have the students fill in the remaining boxes with ideas that describe the term, including an illustration.</p> <p>Have the students generate a class definition for a key term, eliciting a discussion about why they chose that particular definition (i.e. what experiences led them to reach that conclusion)</p> <p><u>Daily 5/Café Strategies</u> Use prior knowledge and context to predict and confirm meaning Use pictures, illustrations, and diagrams Ask someone to define the word for you</p> <p><u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p> <p>www.superteacherworksheets.com</p>	

	<p>know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <p>-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.</p> <p>-Keep feedback timely and specific.</p> <p>-Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>REAL-LIFE CONNECTIONS</p>	<p>HOW CAN MAKING REAL-LIFE CONNECTIONS WITH WORDS DEEPEN MY UNDERSTANDING OF THE MEANING OF THE WORDS?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
<p>CODE:</p> <p>L.1.5D</p>	<p>Description: DISTINGUISH SHADES OF MEANING AMONG VERBS DIFFERING IN MANNER (E.G., LOOK, PEEK, GLANCE, STARE, GLARE, SCOWL) AND ADJECTIVES DIFFERING IN INTENSITY (E.G., LARGE, GIGANTIC) BY DEFINING OR CHOOSING THEM OR BY ACTING OUT THE MEANINGS.</p>		
	<p>As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.</p>		
	<p>The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.</p> <p>Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.</p>		
<p>ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>			<p>Board Objective: I can deepend my understanding of words by distinguishing shades of meaning among verbs and adjectives by defining or choosing them or by acting out the meaning.</p>
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
<p>Performance Series Achievement Series</p> <p>Open Court Unit Assessments Spelling Tests</p> <p>Center-based and content area activities</p> <p>Daily 5 Word Work activities</p> <p>nformal Assessments (Observations and discussions)</p>	<p>Paint Swatch Poster: Give each child a paint swatch from the hardware store that has multiple shades of a color on it. On the darkest color, have the students print the verb or adjective of their choice or that have been assigned to them. Then, have the students fill in on the remaining colors words that mean the same but vary in intensity in their meaning.</p> <p>Demonstrate It: Have the students act out different shades of a verb. For example, walk, pace, march, shuffle, and tiptoe.</p> <p><u>Daily 5/Café Strategies</u></p> <p>Use prior knowledge and context to predict and confirm meaning</p> <p>Use pictures, illustrations, and diagrams</p> <p>Ask someone to define the word for you</p> <p><u>Marzano’s Strategies to be used in teaching <i>Language</i> include, but are not limited to:</u></p> <p>Setting Objectives and Providing Feedback</p> <p>Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.</p> <p>Applications:</p> <p>-Set a core goal for a unit, and then encourage students to personalize that goal by</p>	<p>Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)</p> <p>http://www.tlsbooks.com/</p> <p>http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments</p> <p>http://www.readinga-z.com/</p> <p>www.education.com/Worksheets</p>	

	<p>identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.</p> <p>-Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.</p> <p>Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.</p> <p>Applications:</p> <p>-Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.</p> <p>-Keep feedback timely and specific.</p> <p>-Encourage students to lead feedback sessions.</p> <p><u>Habits of Mind to be implemented during <i>Language</i> include, but are not limited to:</u></p> <p>Thinking and Communicating with Clarity and Precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p> <p>Questioning and Posing Problems How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p> <p>Gathering Data Through All Senses Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>	<p>www.superteacherworksheets.com</p> <p>http://www.k12reader.com/ http://www.readingrockets.org www.enchantedlearning.com/</p> <p>Dolch Sight Word List Fry High Frequency Word List</p> <p>http://www.starfall.com/ http://www.highlightskids.com/ http://www.scholastic.com/parents/play/games/ http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html</p>
<p>VOCABULARY:</p>	<p>ESSENTIAL QUESTIONS:</p>	
<p>SHADES OF MEANING, VERBS, ADJECTIVES</p>	<p>WHY IS IT IMPORTANT TO UNDERSTAND THE DIFFERENCE IN MEANING AMONG SIMILAR VERBS AND ADJECTIVES?</p>	

GRADE: 1	SUBJECT: ELA	STRAND: Language	MONTH(S) TAUGHT:
CODE: L.1.6	Description: 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).		
	As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades. The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts. Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes. Learning words at this stage includes exploring different shades of the same verb (run/sprint), adjectives of differing intensity, and inflectional forms; understanding categories of common concepts/objects; and defining words by category.		
	ACT/Anchor Standard: CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in ga		
Board Objective: I can correctly use new words and phrases that I learned from conversations, reading, and school tasks to expand my vocabulary.			
ASSESSMENTS:	STRATEGIES:	RESOURCES:	
Performance Series Achievement Series Open Court Unit Assessments Spelling Tests Center-based and content area activities Daily 5 Word Work activities Informal Assessments (Observations and discussions)	Fancy Nancy Words: In the spirit of the Fancy Nancy story collection, create class lists of academic vocabulary and challenging words that they encounter in class and during reading. Encourage the students to use the term in their everyday conversations. <u>Daily 5/Café Strategies</u> Tune in to interesting words and use new vocabulary in speaking and writing <u>Marzano’s Strategies to be used in teaching Language include, but are not limited to:</u> Setting Objectives and Providing Feedback Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives. Applications: -Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process. -Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes. Applications:	Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks) http://www.tlsbooks.com/ http://www.teacherspayteachers.com/ - Create a free account and access a multitude of teacher-created and tested resources based on CC standards, including center activities, games, worksheets, and assessments http://www.readinga-z.com/ www.education.com/Worksheets	

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-Encourage students to lead feedback sessions.

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Thinking and Communicating with Clarity and Precision

Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.

Questioning and Posing Problems

How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.

Gathering Data Through All Senses

Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.

www.superteacherworksheets.com

<http://www.k12reader.com/>
<http://www.readingrockets.org>
www.enchantedlearning.com/

Dolch Sight Word List
 Fry High Frequency Word List

<http://www.starfall.com/>
<http://www.highlightskids.com/>
<http://www.scholastic.com/parents/play/games/>
http://web.ccsd.k12.wy.us/techcurr/CORE/ccstech_1.html Open Court reading program (with supplementary phonics, comprehension, spelling/vocabulary, and writing workbooks)

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VOCABULARY:	ESSENTIAL QUESTIONS:	
WORDS, PHRASES	WHY IS IT IMPORTANT TO UNDERSTAND CONJUNCTIONS?	