

Domain: Reading Standards for Literature										
Cluster: Key Ideas and Details										
Standards: Ask and answer questions about key details in a text.										
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences								
<p><i>How do key details affect the student's understanding of the story?</i></p> <p><i>How does asking questions promote student learning?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Answering self-generated questions helps develop key understandings of the text. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Use graphic organizers such as KWL Chart, sequencing chart, etc. -Interactive read-aloud stopping frequently to assess understanding -Think-Pair-Share -Read a passage and highlight key details -Respond to questions by citing evidence from the text, illustrations, or both 								
Content Statements										
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Answer questions about key details that creates a deeper understanding of the text. -Identify Key Details -Generate questions 										
Assessments		Teacher Resources								
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Answer questions about key details after a silent cold read. -Assess KWL Chart -Generate their own questions and work with a partner to answer questions with evidentiary support 		<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>	corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com
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Equipment Needed										
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper 		<table border="0"> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>	biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
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<ul style="list-style-type: none"> -Writing Journal -Graphic Organizers -Sticky Notes 	
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Desired Results

What are the key details in the story?
 In what order do the events occur/happen?
 Make up your own question about the story.
 What are you thinking about after reading the text?
 Write a question you have for one of the characters.
 If you could talk to one of the characters, who would it be and what would you ask?

[RL 1.2](#) 2018

Domain: Reading Standards for Literature

Cluster: Key Ideas and Details

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

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does retelling a story demonstrate an understanding of the central message? How does understanding the central message/lesson aid in the understanding of the text?</p>	<p>Students will understand that: -A deeper understanding of the text comes through retelling of a story. -The central message or lesson helps with the comprehension of the text.</p>	<p>To assist in meeting this standard, students may: -Write a summary of the text using key details -Orally retell the story -Perform a retelling of the story -Identify key story elements -Think-Pair-Share -Sequence the story using a graphic organizer -Discuss and generate a list of central messages/lessons that could be taught through a text -Retelling cards with images of story -Organize story events written on sentence strips in sequence</p>
Content Statements		
<p>Students will be able to: -Include key details in a retell -Generate summary/retell of a story -Identify story elements -Identify the central message/lesson</p>		

Assessments	Teacher Resources
To show evidence of meeting this standard, students may:	corestandards.org sharemylesson.com

<p>-Write a summary of the text using key details including the central message or lesson -Retell the story using key details</p>	<p>achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com</p>	<p>scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org</p>
Equipment Needed		
<p>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes</p>		
Desired Results		
<p>Sample questions to consider for this standard:</p> <p>What happened first? What happened next? What happened last? What happened after...? What did the character learn? What is the lesson of the story?</p>		

[RL 1.3](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Describe character, settings, and major events in a story, using key details.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does identifying the story elements and major events lead to better comprehension?</p>	<p>Students will understand that: -Identifying and describing key components of a story, i.e. story elements/major events, deepens the understanding of the text.</p>	<p>To assist in meeting this standard, students may: -Orally retell the story -Perform a retelling of the story -Identify key story elements -Think-Pair-Share -Seauence the storv usina a araphic oraanizer</p>
Content Statements		

<p>Students will be able to:</p> <ul style="list-style-type: none"> -Answer questions about key details creates a deeper understanding of the text -Identify Key Details -Generate questions 		<p>sequence the story using a graphic organizer</p> <ul style="list-style-type: none"> -Highlight key details/major events in a passage -Use a story map -Use a character map -Identify how character feels in response to the story events -Trifold - character, setting, and events 								
Assessments	Teacher Resources									
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create illustrations to demonstrate understanding of characters, settings, and major events -Complete a story/character map -Generate a list of major events in sequence 	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedReader.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedReader.com	learningally.org	kbumreading.com
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Desired Results										
<p>Sample questions to consider for this standard:</p> <p>What did the character do? How do characters help one another? Where are the characters in the story? How did the character change in response to the story events?</p>										

[RL 1.4](#) | 2018

Domain: Reading Standards for Literature
Cluster: Craft and Structure
Standards: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p><i>How does the use of sensory language enhance the meaning of a story or poem?</i></p>	<p><i>Students will understand that:</i> -The author's use of sensory language increases a reader's ability to create mental imagery to enhance comprehension.</p>	<p><i>To assist in meeting this standard, students may:</i> -Read poetry aloud, highlighting sensory words and phrases -Discuss how the use of sensory languages creates a mental image -Discuss the five sense using adjectives and how they can be used to enhance the tone of the story -Use graphic organizers (5 senses, concept web, word web, etc.) -Add sensory language to a picture -After read-aloud, have students illustrate what they heard then describe how sensory language led them to create their vision -Extension Writing - add details to a simple sentence by adding adjectives -Discuss how the character feels throughout the story -Discuss how the character's feelings can change throughout the story -Text code senses using post it notes: ear, nose, mouth, hands, eyes</p>	
<p>Content Statements</p> <p><i>Students will be able to:</i> -Identify words/phrases pertaining to the five senses and use those words in a written text.</p>			
Assessments		Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i> -Identify sensory language in a give written text -Make an illustration in their journals and use sensory words to describe their picture -Identify characters' feelings</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
<p>Equipment Needed</p> <p><i>Teachers may use the following:</i> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes</p>			
Desired Results			
<p><i>Sample questions to consider for this standard:</i></p> <p><i>How does the character feel? How do you know that?</i> <i>What sense did the author appeal to the most in the writing?</i></p>			

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>What is the difference between fiction and nonfiction?</i></p> <p><i>What is the author's purpose for their writing?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <i>-The author's purpose varies based on the genre.</i> <i>Analyzing the information given will help you determine the purpose it will serve.</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Read-aloud various fiction and non-fiction texts</i> <i>-Complete a Venn Diagram comparing fiction/non-fiction</i> <i>-Discuss the differences in text structure between fiction and non-fiction</i> <i>-Discuss and identify various purposes for author's writing</i> <i>-Sort books/reading passages according to fiction or non-fiction</i> <i>-Identify comparing and contrasting signal words (e.g., both, unlike, different)</i> <i>-Read aloud paired text to students</i> <i>-Identify text features of nonfiction text</i> <i>-Compare use of illustrations vs use of real photographs</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>-Identify the difference between fiction and non-fiction</i> <i>-Identify the author's purpose for their writing</i> 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-After sorting four non-fiction/fiction books, students choose one book and identify the characteristics of the text that helps them identify its genre</i> <i>-Complete a Venn Diagram</i> 		<ul style="list-style-type: none"> corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> <i>- Various text of student's reading level</i> <i>-Read-aloud text above student's independent reading level</i> <i>-Interactive Whiteboards</i> <i>-Overhead projector</i> <i>-Chart Paper</i> 		<ul style="list-style-type: none"> biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org

<ul style="list-style-type: none"> -Writing Journal -Graphic Organizers -Sticky Notes 	
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Desired Results

Sample questions to consider for this standard:

Is this text a fiction or non-fiction text? How do you know?
 Compare and contrast realistic fiction and non-fiction?
 Compare and contrast fiction and non-fiction?

[RL 1.6](#) | 2018

Domain: Reading Standards for Literature

Cluster: Craft and Structure

Standards: Identify who is telling the story at various points of the text.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does the narrator's point of view affect the overall tone of the text? How does the point of view the reader's understanding of the text?</p>	<p>Students will understand that: -Point of view allows the reader to gain a unique perspective into the character's thoughts and feelings.</p>	<p>To assist in meeting this standard, students may: -Read-aloud various fiction -Orally tell a story from a different perspective -Use a Venn Diagram to compare a story told from different points of view (<i>The Three Little Pigs/The True Story of the Three Little Pigs</i>) -Identify who is the narrator of the story -Act out a story -Use comic strips to identify point of view -As a shared writing, write a retelling of a story from a different point of view -Highlight clues to determine narrator</p>
<p style="background-color: #d9ead3;">Content Statements</p> <p>Students will be able to: -Identify the point of view of the text. -Identify who is telling the story at different points of the text</p>		

Assessments	Teacher Resources
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<p>To show evidence of meeting this standard, students may: -Give the students a specific text and have them use different</p>	<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com</p>
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<i>color highlighters to identify the character who is speaking.</i>	connect.mheducation.com	janrichardsonguidedreading.com
Equipment Needed	learningally.org	kbumreading.com
Teachers may use the following: - Various text of student's reading level - Read-aloud text above student's independent reading level - Interactive Whiteboards - Overhead projector - Chart Paper - Writing Journal - Graphic Organizers - Sticky Notes	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Who is the narrator? How do you know? How does the narrator feel about what is happening in the story? Does the narrator's feelings (point of view) change throughout the text?		

[RL 1.7](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Integration of Knowledge and Ideas		
Standards: Use illustrations and details in the story to describe its characters, setting, or events		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How do illustrations and details in the story help with comprehension and retelling? How do illustrations and details in the story give the reader a stronger sense of the story element?</i>	<i>Students will understand that: -Illustrations and story details help the reader obtain a deeper understanding of the text. -Characters, setting, and events can be developed through story details as well as illustrations.</i>	<i>To assist in meeting this standard, students may: -Listen to a selection and then illustrate what they heard -Use pictures (magazines/photos...) to write a story -Illustrate their own stories -Take a "picture walk" prior to reading the selection -Illustrate their own comic strip, with speech bubbles already provided -Identify objects in the illustration to identify the setting -Use character's facial expression in the illustrations to determine feelings -Retell the story in their own words by looking at the illustrations only.</i>
Content Statements		
<i>Students will be able to:</i>		

<ul style="list-style-type: none"> -Use illustrations to aid in the comprehension of the story -Make predictions based on illustrations/picture clues. 		<ul style="list-style-type: none"> -Retell the story in their own words by looking at the illustrations only
<p align="center">Assessments</p> <p>To show evidence of meeting this standard, students may: -Write about a picture prompt</p>	<p align="center">Teacher Resources</p> <p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
<p align="center">Equipment Needed</p> <p>Teachers may use the following: <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes </p>		
<p align="center">Desired Results</p>		
<p>Sample questions to consider for this standard:</p> <p>Look at the picture/illustration...how does it show...? How does the picture/illustration help you understand the characters, setting, or events? How does the picture tell you when the story is happening? How do the picture/illustrations help you determine the word?</p>		

[RL 1.9](#) 2018

<p>Domain: Reading Standards for Literature</p>		
<p>Cluster: Integration of Knowledge and Ideas</p>		
<p>Standards: Compare and contrast the adventures and experiences of characters in stories.</p>		
<p align="center">Essential Questions</p>	<p align="center">Enduring Understandings</p>	<p align="center">Activities, Investigations, and Student Experiences</p>
<p>How does the character's experiences change the</p>	<p>Students will understand that: -A character's traits can</p>	<p>To assist in meeting this standard, students may: -Create character maps</p>

<p><i>character through the story? How does comparing/contrasting the adventures and experiences of characters give the reader a greater understanding of the story?</i></p>	<p><i>change through experiences that they encounter throughout the story. -Comparing and contrasting different adventures and experiences of characters will allow them to better comprehend the story.</i></p>	<p><i>-Use graphic organizers to compare and contrast character's adventures and experiences (Venn Diagrams, T-Charts) -Take a "picture walk" prior to reading the selection -Act out a story using character voices -Assign students same character throughout different parts of stories, act out adventures, experiences -Beginning, middle, end chart focused on characters' adventures</i></p>
<p>Content Statements</p>		
<p><i>Students will be able to: -Compare and contrast adventures and experiences of characters in a story.</i></p>		
<p>Assessments</p>		<p>Teacher Resources</p>
<p><i>To show evidence of meeting this standard, students may: -Use a graphic organizer to compare and contrast the adventures and experiences of characters in stories.</i></p>	<p>corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com</p>	<p>sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org</p>
<p>Equipment Needed</p>		
<p><i>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes</i></p>		
<p>Desired Results</p>		
<p><i>Sample questions to consider for this standard:</i></p> <p><i>What adventures does the character experience throughout the story? How do the characters' adventures change his/her feelings? How are the two characters' experiences/adventures alike? How are the two characters' experiences/adventures different? How would you feel if you went through the same experience?</i></p>		

Domain: Reading Standards for Literature		
Cluster: Range of Reading and Level of Text Complexity		
Standards: With prompting and support, read and comprehend stories and poetry at grade level text complexity and above.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How does a variety of high-quality reading prepare students for a higher level of learning?</i></p> <p><i>Why is it essential to learn about various structures and elements in regards to poetry?</i></p>	<p><i>Students will understand that: Reading a variety of genres helps to develop literary and cultural knowledge.</i></p> <p><i>Familiarity with various text structures and elements leads to a greater literacy knowledge.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Read-aloud a variety of prose and poetry -Participate in Shared reading -Identify key structural elements in a poem -Think-Pair-Share -Identify rhyming patterns, alliteration, syllabication, etc., in a poem -Work in pairs, orally read assigned fiction and poetry to increase fluence -Sit in a appropriate leveled small group, guided reading lesson and focus on fluency and comprehension -Highlight rhyming words -Identify rhyming pattern -A to Z alliteration poster to be completed whole group -Using nursery rhymes to come up with new rhyming words
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Identify different types of poetry. Students will be able to identify strategies authors use within a poem (rhyming, syllabication, alliteration, etc.) 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Utilize fiction and poems to monitor fluency and comprehension to shown an increase of reading level on an individualized reading assessment 		<ul style="list-style-type: none"> corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper 		

Chart Paper

-Writing Journal

-Graphic Organizers

-Sticky Notes

Desired Results

Sample questions to consider for this standard:

Identify a set of words that rhyme in this poem.

Sort words based on rhyming patterns.

Did the author use rhyming words or alliteration?

What is the rhyming pattern in this poem?

Read the story/poem. Tell about what happened.

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Ask and answer questions about key details in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How do key details affect the student's understanding of the story?</i></p> <p><i>How does asking questions promote student comprehension of the text?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Answering self-generated questions helps develop key understandings of the text. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -With partners, students read and generate questions within a text -After reading an informational text, whole group, students work in small groups to create question-answer books and publish the books in classroom libraries -Complete a web that focuses on key ideas and supporting details -Before, During, and After organizers -Read a passage and highlight key details -Respond to questions by citing evidence from the text, illustrations, or both
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Explain how answering questions about key details creates a deeper understanding of the text -Identify key details -Generate Questions 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Answer questions about key details after a silent cold read -Assess KWL Chart -Generate their own questions and work with a partner to answer questions with evidentiary support 		<ul style="list-style-type: none"> corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
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<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal 		

Desired Results
<p><i>Sample questions to consider for this standard:</i></p> <p><i>What are the key details in the text?</i> <i>In what order do the events occur/happen?</i> <i>Compare/contrast the topics in the text?</i> <i>Make up your own questions about the text.</i> <i>What are you thinking about after reading the text?</i> <i>Write a question to the author about the text.</i></p>

[RI 1.2](#) 2018

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Identify the main topic and retell key details of a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How does the main topic of the text lead to better comprehension?</i> <i>How does retelling key details of a text help to identify the main topic?</i></p>	<p><i>Students will understand that:</i> <i>-Identifying key details help support understanding the main topic of a text.</i></p>	<p><i>To assist in meeting this standard, students may:</i> <i>-Write a summary of the text using key details</i> <i>-Provide a verbal retell of the text</i> <i>-Utilize text structure to help find the key details</i> <i>-Highlight text features</i> <i>-Highlight repeating words</i> <i>-Utilize a graphic organizer</i></p>
Content Statements		
<p><i>Students will be able to:</i> <i>-Identify key details to help find the main topic of a given text.</i></p>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i> <i>-Write a summary of the text using key details to support the main topic</i> <i>-Read a passage and complete a Main Topic/Key Details graphic organizer</i></p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>
Equipment Needed		<p>biguniverse.com readworks.org</p>

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes 	<p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p>	<p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
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Desired Results

Sample questions to consider for this standard:

What is the main topic?
 What are the key details?
 What happened first, next, last?
 How is this the same as that?
 How is this different than this?

[RI.1.3](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Key Ideas and Details

Standards: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does making connections within a text allow for students to gain key information?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Identifying key components of a text, i.e. major events, ideas, and relationships, deepens the understanding of the text 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Work with partners. Partner A describes one individual, event, idea, or piece of information from a text. Partner B describes another individual, event, idea, or piece of information from the same text. Partners collaborate to compare and contrast the individuals, events, ideas, or pieces of information from the same text -Listen to read aloud, students identify and discuss the way in which two events or pieces of information from text are connected -Complete a Venn Diagram
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Make connections within a text and identify the relationship of those connections 		

Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -read an informational text and complete a Venn Diagram for two individual, event, idea, or piece of information from the same text -read an informational text to compare and contrast events within the same passage 	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes 		
Desired Results		
<p>Sample questions to consider for this standard:</p> <p>How are two individuals, events, ideas.....alike?</p> <p>How are two individuals, events, ideas.....different?</p>		

[RI 1.4](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How can using context clues help students make meaning of the text?</p>	<p>Students will understand:</p> <ul style="list-style-type: none"> -The importance of vocabulary/phrases as a critical piece for comprehending a text. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Work with partners, students match vocabulary words to definitions and/or pictures with partners. Partner A tells the meaning of the words. Partner B uses the words or phrases in sentences. Students repeat the process, reversing roles. -Use list of words related to text. and ask questions to identify and
Content Statements	<p>Students will be able to:</p>	

<p>-Use context clues to understanding the meaning of a word and deepen comprehension of a text.</p>		<p>Use list of words related to text, and ask questions to identify and define vocabulary -Highlight context clues that support the meaning of a word -Make an illustration journal for key words -Look for prefixes, suffixes to determine word meaning</p>																
Assessments		Teacher Resources																
<p>To show evidence of meeting this standard, students may: -Match vocabulary words with pictures or definitions -Highlight context clues that support the meaning of a word</p>	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com	biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
corestandards.org	sharemylesson.com																	
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discovery.com	newsela.com																	
teachingchannel.org	readingandwritingproject.org																	
betterlesson.com	pbslearningmedia.org																	
Equipment Needed																		
<p>Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes</p>																		
Desired Results																		
<p>Sample questions to consider for this standard:</p> <p>What is the meaning of the word? Read the sentence, how does the sentence help you determine the meaning of the word? What clues help you determine the word meaning?</p>																		

[RI 1.5](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Craft and Structure		
Standards: Know and use various text features (e.g. headings, table of contents, glossaries, electronic menus, icons) to locate key facts for information in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can text features help a	Students will understand that:	To assist in meeting this standard, students may:

<p>reader locate key facts or information in a text?</p>	<p>-Authors use a variety of physical text structures to organize how they present information in non-fiction text.</p> <p>When readers learn how to identify a text's structure, based on how the information is organized, they can apply comprehension strategies for informational text.</p>	<p>-Locate and place sticky notes on named features of texts. Students discuss or write information provided by the features</p> <p>-Respond to questioning prompts in order to tell the most appropriate features to locate specific information. Students answer additional questions that require the use of features (e.g. Where would word meanings be found?; What is the meaning of _____?; Where would we find information about _____?; On what page does _____ begin?)</p> <p>-Highlight text features</p> <p>-Create their own glossary, table of contents, non-fiction book</p>
<p>Content Statements</p> <p>Students will be able to:</p> <p>-Use a variety of text features to locate key facts for information within a text.</p>		
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this standard, students may:</p> <p>-Choose the picture that correctly goes with the text and create a caption for the text when given an informational text and three different pictures</p>	<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p>	<p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
<p>Equipment Needed</p>		
<p>Teachers may use the following:</p> <p>- Various text of student's reading level</p> <p>-Read-aloud text above student's independent reading level</p> <p>-Interactive Whiteboards</p> <p>-Overhead projector</p> <p>-Chart Paper</p> <p>-Writing Journal</p> <p>-Graphic Organizers</p> <p>-Sticky Notes</p>		
<p>Desired Results</p>		
<p>Sample questions to consider for this standard:</p> <p>How does the text feature help you as a reader?</p>		

RI 1.6 | 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

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

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can using illustrations and word content help us comprehend the text?	Students will understand: -The importance of identifying a text's structure based on how the information is organized (e.g. pictures and illustrations) and how it will deepen comprehension.	To assist in meeting this standard, students may: -Take a picture walk prior to reading and generate lists of details observed from the pictures. Read the texts, generate additional lists of details gained from the texts, and compare the list -Respond to questions by citing evidence from the text, illustrations, or both -Retell the text by using only illustrations/pictures -Use a Venn Diagram for words vs pictures
Content Statements Students will be able to distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
Assessments		Teacher Resources
To show evidence meeting this standard, students may: -Provide the students with an informational text and three different pictures. The students choose the picture that correctly goes with the text. The students must also create a caption for the text.		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes		
Desired Results		
Sample questions to consider for this standard: Look at the picture, how does it help you as a reader? What kind of information can you gain from the picture that you can not learn from the words?		

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Use the illustrations and details in a text to describe its key details		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can we gain a better understanding of a text by focusing on its illustrations and details?	Students will understand that: -By using the illustrations and details in a text, students will develop foundational skills to analyze and understand the text.	To assist in meeting this standard, students may: -Look at illustrations from informational text and identify key ideas. Students locate words in the texts that are related to the illustrations. -Locate illustrations that support key ideas from passages read to the class. - Write three sentences that details the key idea based on pictures and their captions.
Content Statements		
Students will be able to: -Use the illustrations and details in a text to describe its key ideas.		
Assessments		Teacher Resources
To show evidence of meeting this standards, students may: -Identify and describe the main topic of a non-fiction text using the title, textual evidence, and information from the illustrations		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com sharemylesson.com scholastic.com janrichardsonguidedReader.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes		
Desired Results		
Sample questions to consider for this standard:		

How does the picture help you as a reader?
 Why is it important to use the illustrations as well as the words in the text?

RI 1.8 2018

Domain: Reading Standards for Informational Text		
Cluster: Integration of Knowledge and Ideas		
Standards: Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why does the author support the main topic with specific supporting details?	Students will understand that: -Every book consists of important details that serve individual purposes -Authors use various writing techniques to focus the reader's attention to detail	To assist in meeting this standard, students may: -Be provided with key points in a text. Students explain why the author choose to include those key points in the text -Identify key points authors are making in informational text and state the supporting reasons -Use a graphic organizer
Content Statements		
Students will be able to: -Identify the reasons an author gives to support points in a text		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Read informational text, circle the main topic and underline the supporting details. -Read informational text and use a graphic organizer to list three supporting details	corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	
Equipment Needed	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org	
Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper -Writing Journal -Graphic Organizers -Sticky Notes		
Desired Results		

Sample questions to consider for this standard:

How do the key details support the topic of the text?
 Read the following sentence. Why did the author include this detail?

[RI 1.9](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is comparing and contrasting two similar texts important for analyzing recurring themes?	Students will understand that: -By using multiple texts that address similar themes or topics, students will develop the foundational skills needed to analyze text to build knowledge while comparing the approaches and views of different authors.	To assist in meeting this standard, students may: -With assistance, complete Venn Diagrams evidencing the similarities and differences between two texts -After reading two texts on similar topics. While asking questions, students will compare and contrast the text using different modalities -Use a graphic organizer
Content Statements		
Student will be able to: -Identify basic similarities and differences between two texts on the same topic.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Complete a Venn Diagram using key words to compare and contrast two informational texts that deal with the same topic.		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: - Various text of student's reading level -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper		

<ul style="list-style-type: none"> -Writing Journal -Graphic Organizers -Sticky Notes 	
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Desired Results

Sample questions to consider for this standard:

How are both text alike?
 How are both text different?
 How do the illustrations and descriptions help support the topic of the text?

[RI.1.10](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Range of Reading and Level of Text Complexity

Standards: With prompting and support, read informational text at grade level text complexity or above.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How can children be supported to read increasingly more complex informational texts in their grade level complexity band?</p>	<p>Students will understand that: -Reading from a wide range of informational text increases students' familiarity with various text structures and elements that might be encountered in content area reading.</p>	<p>To assist in meeting this standard, students may: -Work in pairs, orally reading assigned informational texts during independent reading to help increase fluency -In shared reading settings, students read, discuss, and answer questions about informational text -Sit in an appropriately leveled, small group, guided reading lesson with teacher to focus on fluency and comprehension of instructional-informational text -Participate in a scooping lesson</p>
Content Statements		
<p>Students will be able to: -Listen to and read information text in the early grades, they develop the necessary foundation for their reading and understanding of increasingly complex text.</p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may: -Utilize nonfiction leveled readers to monitor fluency and comprehension -Show an increase of reading level on an individualized</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com</p>

<p><i>-Show an increase of reading level on an individualized reading assessment</i></p>	<p>learningally.org</p>	<p>kbumreading.com</p>
<p>Equipment Needed</p>	<p>biguniverse.com</p>	<p>readworks.org</p>
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> <i>- Various text of student's reading level</i> <i>-Read-aloud text above student's independent reading level</i> <i>-Interactive Whiteboards</i> <i>-Overhead projector</i> <i>-Chart Paper</i> <i>-Writing Journal</i> <i>-Graphic Organizers</i> <i>-Sticky Notes</i> 	<p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p>	<p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
<p>Desired Results</p>		
<p><i>Sample questions to consider for this standard:</i></p> <p><i>Read the information text. Tell about what happened?</i></p> <p><i>Tell about what you have learned.</i></p>		

Domain: Reading Foundational Skills		
Cluster: Print Concepts		
Standards: Demonstrate mastery of the organization and basic features of print included those listed under Kindergarten foundation skills.		
RF 1.1.A Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it necessary to know the organization and basic features of print?</i>	<i>Students will understand: -How print looks on a page -Develop book awareness and book-handling skills, and begin to become aware of print features such as capital letters, punctuation marks, word boundaries, and differences in word lengths</i>	<i>To assist in meeting this standard, students may: -Participate in interactive reading with adults -Read predictable and patterned books, composed of repetitive or predictable text -Practice book handling -Identify left to right when reading a sentence -Identify word boundaries -Count words in a sentence -Identify first word and capitalization in a sentence -Identify common punctuation -Track with finger when listening to a reading selection -Scoop sentences -Play the Name Game/Mixy Mixy</i>
Content Statements		
<i>Student will be able to: -Recognize basic features of a sentence -Learn how sentences work together in a paragraph/section -Develop prosody for meaning, enjoyment and information</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Demonstrate that the print, not the picture carries the message -Show recognition of words read from left to right/cover to cover -Show recognition of reading all sentences on the page -Demonstrate turning the page when all words have been read -Show recognition of spacing between words -Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i>		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		biguniverse.com readworks.org

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Big Books -Student texts -Overhead projector -Whiteboard -Chart paper -Wilson Kit 	<p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p> <p>wilsonacademy.com</p>	<p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
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Desired Results

Sample question to consider for this standard:

Teacher will dictate a sentence. Students repeat the sentence, then use sentence frames to build the sentence. Students will then write the sentence using a writing grid.

[RF 1.2](#) | 2018

Domain: Reading Foundational Skills

Cluster: Phonological Awareness

Standards: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in printed word.

RF 1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF 1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF 1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF 1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does the understanding of spoke language consists of word parts lead to phonological awareness? How can we change vowel sounds?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -The ability to retrieve and produce letters automatically as well as link those letters to their associated sounds is key to developina hiaher level 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Determine if a spoken word has a long or short vowel sound (e.g., say long or short after a word is spoken) -Sort picture cards (e.g., hat, rake) into two categories (e.g., long or short vowel) -Tap Sounds

<p>What happens when you put letter sounds together? -Why does the order of sounds matter? -What happens when we change the beginning sound? -How can we manipulate sounds?</p>	<p>to developing higher-level spoken and written composition</p>	<p>Top sounds</p> <ul style="list-style-type: none"> -Segment spoken words into syllables (e.g., Can you break the word window into two smaller parts?) -Detect the initial, final, medial, sound in spoken single-syllable words (What is the first sound you hear in the word _____?) -Segment spoken CVCe words into their complete sequence of individual sounds (phonemes) (e.g., Say the word "rake" one sound at a time: /r/ /a/ /k/) -Segment spoke VCC words into their complete sequence of individual sounds (phonemes) (e.g., Say the word "ask" one sound at a time: /a/ /s/ /k/) 	
<p>Content Statements</p>			
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Recognize and reproduce letters -Distinguish long and short vowel sounds in spoken words -Co-articulate sounds -Blend sounds into words -Isolate phonemes (Beginning, middle, ending sounds) -Segment sequence of individual sounds in words 			
<p>Assessments</p>		<p>Teacher Resources</p>	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Perform assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) -Active demonstration of mastery of skills 		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
<p>Equipment Needed</p>			
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Alphabet Letters -Card Pack (letters/pictures) -Magnetic letters -Word lists/cards -Pencil/Paper -Whiteboard -Wilson Kit 			
<p>Desired Results</p>			
<p>Sample question to consider for this standard:</p>			

Instructions: Listen while your teacher reads the directions.

Teacher Script: I will say three words. Listen to the middle sound in each word: kick, top, mitt. Which word does not belong? Fill in the bubble next to the word that does not belong.

Wilson: Using the maagnet board, build the word "cat." Tap out the word, then build the word.

RF 1.3 2018

Domain: Reading Foundational Skills

Cluster: Phonics and Word Recognition

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

RF 1.3.A Know the spelling-sound correspondence for common consonant digraphs (two letters that represent one sound).

RF 1.3.B Decode regularly spelled one-syllable words.

RF 1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.

RF 1.3.D Distinguish long an short vowels when reading regularly spelled one-syllable words.

RF 1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables by using knowledge that every syllable must have a vowel sound.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does the knowledge that sounds of spoken words relate to letters that represent those sounds develop the capacity to decode words?</p> <p>What is the correct pronunciation of the sounds of each consonant and vowel?</p> <p>How important are syllables and syllable types to the ability to decode and read words?</p> <p>How important is the ability to recognize and decode word parts (such as inflectional endings) to both reading and vocabulary development?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Students will understand that spoken words and syllables are made up of sequences of speech sounds (Yopp, 1992) and that decoding is primary means of recognizing words 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Associate Letter -Sound (card packs) -Practice segmenting sounds in words (one to five phoneme words) -Practice blending sounds of letters to make a word (chips/magnets) -Manipulate letter-sound correspondence in words: What word would you have if you changed the /n/ in /nap/ to /l/? -Read pseudowords: What is this word, mip? -Identify digraphs and their sounds: Create words from these -Segment 2 syllable words that follow basic patterns (Open/Closed Syllables) -Practice sorting words by number of syllables/types of syllables -Blend root words with inflections -Use sound boxes and chips to show how many sounds in a word or write word

Content Statements				
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Map phonemes (sounds) to graphemes (letters) -Explain the difference between a digraph and a blend -Determine the number of syllables in a word using the knowledge that every syllable must have a vowel -Recognize and read common inflectional endings -Read first grade appropriate irregular words 				
Assessments	Teacher Resources			
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Perform assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) -Active demonstration of mastery of skills 	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com </td> <td style="vertical-align: top; width: 50%;"> sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org </td> </tr> </table>		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org			
Equipment Needed				
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Alphabet Letters -Card Pack (letters/pictures) -Magnetic letters -Word lists/cards -Pencil/Paper -Whiteboard 				
Desired Results				
<p><i>Sample question to consider for this standard:</i></p> <p><i>Listen while your teacher reads the directions: Look at the picture of a net. Now read three words. Fill in the bubble next to the word net.</i></p> <p><i>Instructions: Teacher dictates word and student shows how many sounds are in the word. E.g., S-H-I-P</i></p>				

Domain: Reading Foundational Skills

Cluster: Fluency

Standards: Read with sufficient accuracy and fluency to support comprehension.

RF 1.4.A Read grade-level text with purpose and understanding.

RF 1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF 1.4.C Use content to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is reading with fluency and accuracy important? -How does fluency affect comprehension? -What is my purpose for reading? Can I tell or explain what I read? How does the content confirm, change, or improve the understanding of the word? How does rereading improve understanding of a passage? -How does making corrections while reading improve understanding of a passage?</p>	<p>Students will understand that: -Reading with a purpose and using content to confirm, change, or improve the understanding of a word will help them read with fluency and accuracy to improve their comprehension of a passage</p>	<p>To assist in meeting this standard, students may: -Read and practice high frequency word recognition in the word study center -Listen to fluent reading -Engage in Readers' Theater -Engage in Guided Reading and read instructional level text with prose and accuracy -Apply scooping to improve reading fluency -Engage in time independent reading to build reading stamina</p>
Content Statements		
<p>Students will be able to: -Gain speed and accuracy in reading words/phrases/sentences -Read orally with accuracy</p>		

<p>-read orally with accuracy and proper phrasing, intonation, and expression</p> <p>-Adjust the reading rate to increase accuracy with decoding and comprehension</p> <p>-Check for understanding/ comprehension before, during, and after reading</p>		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <p>-Orally read text with purpose and understanding during Guided Reading and independent reading</p> <p>-Identify with purpose for reading various texts before they read</p> <p>-Identify the purpose for reading various texts before they read</p>	<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p>	<p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p>
Equipment Needed		
<p>Teachers may use the following:</p> <p>-Scholastic Guided Reading Assessment Kit</p> <p>-Leveled Reading Books from Scholastic</p> <p>-Listening Center/audio equipment and headphones</p> <p>-Reading materials</p> <p>-Chrome Book</p> <p>-Overhead projector</p>	<p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p>	<p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Read appropriate level text with accuracy and proper phrasing, intonation, and expression with full understanding.</p>		

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to include details to support your opinion?	Students will understand that: -There is a difference between fact and opinion -They must support their opinion with reasons, details, and/or facts -That a good closing statement "finishes their writing"	To assist in meeting this standard, students may: -Create a drawing of their opinion -Engage in discussion with a partner -Generate similar and/or opposite opinions using a T-Chart -Share their opinions
Content Statements		
Students will be able to: -Provide a factual foundation to an opinion making it more effective, and provide a sense of closure		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write an opinion paragraph about their favorite character from a story, providing evidence for their statement, and a sense of closure -Write an opinion paragraph using details about their least favorite character from the book, providing evidence for their statement, and a sense of closure		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teacher may use the following: -Chrome Book -Overhead projector -Internet -Journals/Notebooks -Holistic Scoring Rubrics		
Desired Results		
Sample question to consider for this standard:		

What is the best birthday present you ever got? Was it something you asked for, or was it a surprise? Who gave it to you? Write a thank you note to the person or people who gave you your birthday present. Tell why you like the present so much.

- States an opinion in writing
 - Include the topic or name of the book they are writing about when sharing an opinion in writing
 - Includes a reason when sharing an opinion in writing
 - Provides some sense of closure when sharing an opinion in writing
- *This standard and the evidence are typically elicited by asking students to tell why they think or believe as they do
 *At this grade, students often require prompting for all evidences to meet the full demands of the standard

[W.1.2](#) 2018

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to include specific details to support your topic?	Students will understand that: -Reading current events and using prior knowledge can help provide support for writing. -They can write about a topic using information they have learned or gathered -Naming the topic, giving information, and providing a sense of closure helps to organize information for the reader	To assist in meeting this standard, students may: -Read informational text relevant to content of writing topic -Create a drawing of their topic -Listen to audio stories pertaining to the their topic of writing -Share facts about a topic in sequential order leading to a logical conclusion -Engage in center activities to create fact cards about the topic -Activate prior knowledge by using a graphic organizer (5 W's) to supply facts about the topic
Content Statements		
Students will be able to: -Write short pieces that are enjoyable to read while giving information regarding a specific topic, has a topic sentence, and a simple concluding sentence		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write a short piece about a given topic containing facts and score on a writing rubric		corestandards.org achievethecore.org connect.mheducation.com sharemylesson.com scholastic.com janrichardsonguidedreading.com

	learningally.org	kbumreading.com
Equipment Needed	biguniverse.com	readworks.org
Teacher may use the following:	discovery.com	newsela.com
-Writing journals/notebooks	teachingchannel.org	readingandwritingproject.org
-Holistic Scoring Rubrics	betterlesson.com	pbslearningmedia.org
-Audio Stories		
-Internet videos		
-Chart Paper/Graphic Organizers		
Desired Results		
Sample question to consider for this standard:		
Write about how to take care of a pet. Tell what the pet is. It could be a dog or a fish or any other kind of pet. Make sure to write the steps in order.		
-Name the topic they are writing about in an informational/explanatory writing		
-Includes some facts about a topic in an informational/explanatory writing		
-Provides some sense of closure in an informational/explanatory writing		
*This standard and the evidences are typically elicited by asking students to tell what they know or understand		
*At this grade, students often require prompting for all evidences to meet the full demands of the standard		

[W 1.3](#) 2018

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to include time order words in a written piece?	Students will understand that: -Temporal words convey sequence, signal shifts from one time frame to another -Effective writers use details to enhance writing -Closure is an important way to finish a piece of narrative writing	To assist in meeting this standard, students may: -Place picture cards in logical order according to the text -Engage in discussion with a particular group and/or partner -Share facts about a task or activity in sequential order leading to a logical conclusion -Engage in center activities to create "how to" cards listing steps required to complete a task -Activate prior knowledge by using a graphic organizer (5 W's) to supply facts about the topic
Content Statements		
Students will be able to: -Write a narrative piece in chronological order and provide supporting details with closure		

<i>with closure.</i>		-Create a KWL chart about a topic
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <p>-Write a short story, in logical sequence, using words to signal events in order, and provide a sense of closure</p>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
<p>Teacher may use the following:</p> <p>-Chrome Book -Overhead projector -Internet -Writing journals/notebooks</p>		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Write a story about your favorite animal. It might be a pet. It might be an animal you see in the park or at the zoo. Make sure to tell what the animal is and why you like it.</p> <p>-Recounts two or more appropriately sequenced events in a narrative writing -Includes details regarding what happened in a narrative writing -Provides some sense of closure in a narrative writing *This standard and the evidences are typically elicited by asking students to tell about what happened, and with prompting, to include details and temporal words such as: first, second, then, and/or next. *At this grade, students often require prompting for all evidences to meet the full demands of the standard</p>		

[W 1.5](#) | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self reflection, and add details to strengthen writing and ideas as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does support from the teacher and peer editing help to improve the final product?	Students will understand that: -Writing can be improved with guidance and support from the teacher and peers to aid the writer with reflection	To assist in meeting this standard, students may: -Share writing piece with whole class and/or group -Engage in discussion with a partner and/or group about the written topic -Activate prior knowledge by using graphic organizers to supply facts
Content Statements		

Students will be able to: -Coherently develop and organize a written piece for the purpose of the task and the targeted audience	Guide the writer with rejection, revising, and editing their pieces -Writing is an ongoing process and that their writing is always evolving	-Activate prior knowledge by using graphic organizers to supply facts about the topic in small group settings -Help other students revise their written piece with stronger word choices
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write a narrative, explanatory, or opinion piece using clear and coherent language, literary elements, and 21st Century skills when applicable		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teacher may use the following: -Chrome Book -Overhead projector -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard: -Provides writing that is focused on a topic -Provides a response to questions and suggestions from peers -Adds details that strengthen writing as needed after review of drafts *Students may need guidance and support to meet evidence for this standard *Implicit in this standard is the understanding that writing is a process that may include production of multiple drafts		

[W 1.6](#) | 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is technology a necessary tool to enhance the appearance of the final product?	Students will understand that: -Technology allows for a neat, well organized, professional produce in an effective	To assist in meeting this standard, students may: -Internet scavenger hunt to become acclimated with surfing the web (e. g. Google search engine, relevant dictionary/thesaurus sites, etc.) -Create digital centers for students to extend use of technology (e.g.

Content Statements	<i>produce in an effective manner.</i>	<i>-Create digital centers for students to extend use of technology (e.g. Photo booth, Word, Publisher, etc)</i>
<i>Students will be able to: -Demonstrate sufficient command of keyboarding skills and be able to use the internet effectively.</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may: -Publish a piece of writing, using technology, and be graded on a holistic scoring rubric</i>		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
<i>Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks</i>		
Desired Results		
<i>Sample question to consider for this standard:</i>		
<i>-Use a variety of digital tools to produce and publish writing -Collaborates with peers to produce and publish writing, using a variety of digital tools *Students may need guidance and support to meet the evidence for this standard *Digital tools may include word processing software, presentation software, grammar and spell checking software, etc.</i>		

[W 1.7](#) | 2018

Domain: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: Participate in shared research and writing projects (e.g. explore a number of "how to" books on a given topic and use them to write a sequence of instructions).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>Why is it important to draw information from several</i>	<i>Students will understand that: -"How to" writing as a list of</i>	<i>To assist in meeting this standard, students may: -Generate and expand ideas through talk with peers and teacher</i>

sources when conducting a short research project?	sequential directions for "how to" do something and list what is needed to execute the directions	-Engage in discussion with a partner and/or group -Share facts about a task or activity in sequential order leading to a logical conclusion -Engage in center activities to create "how to" cards listing steps required to complete a task
Content Statements		
Students will be able to: -Draw information from several sources to add validity to a final product.	-Participating in shared research and writing builds the foundation for the development of more complex and rigorous research and writing projects that may be required throughout a student's school years and across curriculum areas.	
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Write a shared research and writing piece on a "how to" project in the correct sequence utilizing 21st Century skills when appropriate.	corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample questions to consider for this standard: -Participates in shared research and writing projects *Shared research and writing projects may require adult support		

[W 1.8](#) 2018

Domain: Writing
Cluster: Research to Build and Present Knowledge

Standards: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p><i>Why is it important that students try to connect new information to what they already know from past experience?</i></p>	<p><i>Students will understand that:</i> -Recalling details about experiences supports the student's use of long term and working memory during the learning process.</p>	<p><i>To assist in meeting this standard, students may:</i> -Using an informational wheel graphic organizer to gather information from various resources (e.g. atlas, encyclopedia) on 21st Century themes (global warming, etc.) -Engage in discussions with a partner and/or group -Create a KWL chart and interactive writing as a key component to organizing information</p>	
<p>Content Statements</p> <p><i>Students will be able to:</i> -Focus on key ideas and details as they recall information from experiences, they begin to discern what is most important and relevant. This analytical thinking is essential across grade levels and content areas.</p>			
Assessments		Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i> -Respond to an open-ended question based on a 21st Century theme.</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
Equipment Needed			
<p><i>Teacher may use the following:</i> -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks</p>			
Desired Results			
<p><i>Sample questions to consider for this standard:</i></p> <p>-Recalls information from experiences to answer questions in writing -Gathers information from provided sources to answer a question in writing *Students may need guidance and support to meet the evidence for this standard</p>			

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
<p>Standards: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL 1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and text under discussion).</p> <p>SL 1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL 1.1.C Ask questions to clear up any confusion about the topics and text under discussion.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What makes a great listener? How do we show others that we understand what is said or asked?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -A speaker's choice of words defines the message. -The development of listening and speaking skills will promote understanding of each other. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Engage in songs, poems, and oral reading -Participate in dialogue (question/answer, telephone game) -Orally sharing ideas/feelings about connections to self, to world, to text
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Have the opportunity to engage in listening and speaking activities. 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Collaboratively work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing 		<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p> <p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedReader.com</p> <p>kbumreading.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Leveled reading books and discussion groups -Technology for listening and discussion 		
Desired Results		
<p>Sample questions to consider for this standard:</p>		

-Students must prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL 1.2 | 2018

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can I listen and respond to what I hear?	Students will understand that: -A speaker will respond to and question literary works.	To assist in meeting this standard, students may: -Engage in listening centers -Participate in small and large group discussions about text -Orally sharing ideas/feelings about connections to self, to world, to text -Creating questions to ask a partner
Content Statements		
Students will be able to: -Ask and answer questions about key details in literary works.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion		
Desired Results		
Sample questions to consider for this standard: -Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally		

SL 1.4 | 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can we describe people, places, things, and events?	Students will understand that: -A speaker will use descriptive words to enhance expressions of ideas, thoughts, and feelings.	To assist in meeting this standard, students may: -Use their five senses to describe various subjects -Describe a given picture in detail -Draw a picture and orally present using descriptive words (size, color, numbers, shapes, etc.) -Describe pictures shown from an interactive whiteboard
Content Statements		
Students will be able to: -Use descriptive language to describe people, places, things, and events.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaboratively work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Whiteboard		
Desired Results		
Sample questions to consider for this standard: -Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience		

[SL 1.5](#) 2018

Domain: Speaking & Listening
Cluster: Presentation of Knowledge and Ideas

Standards: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can we use visual displays to clarify meaning?	Students will understand that: -Visuals displays can be used to provide more meaning and clarity to a presentation.	To assist in meeting this standard, students may: -Use graphic organizers to display information -Draw an illustration and orally present using descriptive words (color, size, numbers, shape, etc) -Create posters -Create a comic strip -Use pictures from an Interactive Whiteboard
Content Statements		
Students will be able to: -Use pictures and other visuals to present information to audience.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Orally present information to an audience and will be graded on a holistic scoring rubric.		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Whiteboard		
Desired Results		
Sample question to consider for this standard: -Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations		

[SL 1.6](#) | 2018

Domain: Speaking & Listening

Cluster: Presentation of Knowledge and Ideas

Standards: Produce complete sentences when appropriate to task and situation.

Essential Questions		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
When should we use complete sentences?	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Proper grammar structure is necessary to form a complete sentence. -A complete sentence contains different components such as subject verb agreement, etc. -Different types of sentence are necessary to convey meaning. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Match naming parts and telling parts, then orally reading the sentence -Edit sentences in a oral manner -Verbally convert a declarative sentence to an interrogative sentence -Echo various types of sentences using the correct tone of voice
Content Statements		
Students will be able to: -Use a complete sentence in appropriate situations.		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Orally present different types of sentences with different intonation. -Participate in teacher conferencing that will be used to inquire about specific details of the assignment. 		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Technology for listening and discussion -Art & Crafts materials -Fluency worksheets 		<p>biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>
Desired Results		
<p>Sample question to consider for this standard:</p> <ul style="list-style-type: none"> -Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 		

Domain: Language		
Cluster: Conventions of Standard English		
<p>Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>L 1.1.A Print all upper- and lowercase letters.</i></p> <p><i>L 1.1.B Use common, proper, and possessive nouns.</i></p> <p><i>L1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop)</i></p> <p><i>L 1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</i></p> <p><i>L 1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yester I walked home; Today I walk home; Tomorrow I will walk home).</i></p> <p><i>L 1.1.F Use frequently occurring adjectives.</i></p> <p><i>L 1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).</i></p> <p><i>L 1.1.H Use determiners (e.g., articles, demonstratives).</i></p> <p><i>L 1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).</i></p> <p><i>L 1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can writers use grammar and mechanics to develop a written product?	Students will understand that: -Using proper grammar and sentence structure will promote fluency of communication. -Different types of sentence are necessary to convey meaning.	To assist in meeting this standard, students may: -Outline their bodies and use adjectives to describe themselves -Label proper and common nouns found within the classroom -Use a picture prompt to write and report complete sentences -Highlight nouns and verbs within writing and reading -Create a collage of nouns, verbs, adjectives found in newspapers and magazines -Categorize nouns, verbs, and adjectives
Content Statements		
Students will be able to: -Build complete sentences using appropriate conventions (e.g., nouns, verbs, adjectives, prepositions, etc.)		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Piece together mixed up sentences provided by teacher -Create a 3-5 sentence story using a picture prompt -Participate in teacher conferencing that will be used to inquire about specific details of the assignment	corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com	
Equipment Needed	biguniverse.com readworks.org	

Teachers may use the following: - Various text of student's reading level -Writing Journals/Notebooks	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

What is the BEST way to write sentence 7?

A Mike liking the tigers best.
B Mike like's the tigers best.
C Mike likes the tigers best

[L 1.2](#) 2018

Domain: Language

Cluster: Conventions of Standard English

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

L 1.2.A Capitalize dates and names of people.
L 1.2.B Use end punctuation for sentences.
L 1.2.C Use commas in dates and to separate single words in a series.
L 1.2.D Use conventional spelling words with common spelling patters and for frequently occurring irregular words.
L 1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does capitalization and punctuation help me understand what I read and write? Why is spelling important in writing?</p>	<p>Students will understand that: -Capitalization and punctuation are relevant in order to develop a complete thought. -Use of correct spelling will make thoughts clear.</p>	<p>To assist in meeting this standard, students may: -Participate in editing focused on capitalization and punctuation -Use magnetic letters to spell words -Play Boggle, Memory, Spelling Bingo (if available) -Use mini white boards (if available) to build word families</p>
Content Statements		
<p>Students will be able to: -Use capitalization and punctuation correctly and draw upon phonemic awareness in order to spell words.</p>		

Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Word Building Assessments -Participate in teacher conferencing for feedback on student's work 	corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Crayons/Markers/Pencils/Chart Paper -Magnetic/Letter Tiles -White Boards -Appropriate word building games -Technology 		
Desired Results		
<p>Sample question to consider for this standard:</p> <p>What is the BEST way to write sentence 2?</p> <p>A They like to run jump and, play. B They like to run jump, and play. C They like to run, iump, and play.</p>		

[L 1.4](#) 2018

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
<p>Standards: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>L 1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L 1.4.B Use frequently occurring affixes and inflections (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</p> <p>L 1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What strategies can be used to identify the meaning of word or phrase?</p> <p>How can words change to</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Context clues can aid in the understanding of a word. Knowledge of root words and 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Define vocabulary using pictures and context clues -Use interactive Whiteboard to match root words to words with inflectional endings

How can words change to create new meaning?	-Knowledge of root words and other affixes can affect meaning of words.	inflectional endings. -Draw a picture that depicts the meaning of a given word -Create a student Pictionary
Content Statements		
Students will be able to: -Use an array of reading strategies to help clarify meaning of words.		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Fill in the blank with the correct word usage -Match a picture to the correct vocabulary word -Participate in a teacher conference to discuss vocabulary usage	corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com	
Equipment Needed		
Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology	biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org	
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Read the sentence. Liz and Dad will <u>reread</u> that book. What does <u>reread</u> mean?</p> <p>A not read B read again C read before</p>		

[L 1.5](#) | 2018

Domain: Language
Cluster: Vocabulary Acquisition and Use
Standards: With guidance and support from adults, demonstrate understanding of figurative language, word relationships and

nuances in word meanings.

L 1.5.A Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.

L 1.5.B Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes).

L 1.5.C Identify real-life connections between words and their use (e.g., notes places at home that are cozy).

L 1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
<p>What strategies can be used to identify the meaning of word or phrase?</p> <p>How are words related to one another?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Categorizing words can help promote meaning. -Real-life connections between words can enhance meaning. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Categorize picture and word cards -Journal about own life to make connections to a word -Act out verbs and adjectives 	
<p>Content Statements</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> -Categorize words and make real-life connections to clarify meaning. 	<p>Words can have closely related meanings.</p>		
Assessments		Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Participate in teacher observation where each student is given closely related words and need to draw or act out the meaning of the word. 		<p>corestandards.org sharemylesson.com</p> <p>achievethecore.org scholastic.com</p> <p>connect.mheducation.com janrichardsonguidedReader.com</p> <p>learningally.org kbumreading.com</p> <p>biguniverse.com readworks.org</p> <p>discovery.com newsela.com</p> <p>teachingchannel.org readingandwritingproject.org</p> <p>betterlesson.com pbslearningmedia.org</p>	
Equipment Needed			
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology 			
Desired Results			
<p>Sample question to consider for this standard:</p> <p>Read this line from the poem.</p> <p style="padding-left: 40px;">There is something that I <u>like</u> to do.</p> <p>Which word is a stronger way to say <u>like</u>?</p> <p>A eniov</p>			

- A enjoy
- B great
- C learn

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>What are the difficult-to-understand words or phrases in this lesson?</i></p> <p><i>What can I do to clarify or explain before or during instruction?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Real-life connections between words can enhance meaning -Identifying synonyms, antonyms, and alternate meanings of unknown words can help with comprehension of a text 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> - Learn to compare and contrast two objects; writing the differences and sameness in complete sentences -Work on a story map by providing a blank story path for children to use to plan story writing. There are spaces for 5 drawings e.g. Introduction; Build-Up; problem; resolution; ending
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Make real-life connections, through conversation, reading and writing to help clarify vocabulary and context of a text 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Develop a personal word wall list with sentences using proper context clues to demonstrate understanding of the word 		<ul style="list-style-type: none"> <li style="width: 50%;">corestandards.org <li style="width: 50%;">sharemylesson.com <li style="width: 50%;">achievethecore.org <li style="width: 50%;">scholastic.com <li style="width: 50%;">connect.mheducation.com <li style="width: 50%;">janrichardsonguidedreading.com <li style="width: 50%;">learningally.org <li style="width: 50%;">kbumreading.com <li style="width: 50%;">biguniverse.com <li style="width: 50%;">readworks.org <li style="width: 50%;">discovery.com <li style="width: 50%;">newsela.com <li style="width: 50%;">teachingchannel.org <li style="width: 50%;">readingandwritingproject.org <li style="width: 50%;">betterlesson.com <li style="width: 50%;">pbslearningmedia.org
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology 		

Desired Results

Sample question to consider for this standard:

They moved out of the house _____ the neighbors were too noisy.

A and

B because

C so