

NYS Standards	Essential Questions	Skill	Balanced Literacy	Domains	Resources, Links & Assessments
<p>Quarter 1</p> <p><u>Reading Standards for Literature:</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in text. (RL.1.1) 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson (RL.1.2) 3. Describe characters, settings, and major events in a story, using key details. (RL.1.3) 4. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5) 5. Use illustrations and details in a story to describe its characters, setting or events. (RL.1.7) 6. Make connections between self, text and the world around them (text, media, social interaction). (RL.1.11) <p><u>Reading Standards for Informational Text:</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. (RI.1.1) 2. Identify the main topic and retell key details of a text. (RI.1.2) 3. Describe the connection between two individuals, events, ideas or pieces of information in a text. (RI.1.3) 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5) 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6) 7. Use the illustrations and details in a text to describe its key ideas. (RI.1.7) 		<p><u>Phonics:</u></p> <ul style="list-style-type: none"> • Short vowels a, e, i, o u • Digraphs- ck, • Short vowel pattern CVC (e.g. hat, mop) CVCe (e.g. time, bike, make) CVCC (e.g. back, tick) <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Complete Sentences • Types of Sentences; Telling and Asking • Parts of Sentences; Naming Part (Subject) and Telling Part (Predicates) • Combining Sentences <p><u>Sight Words:</u></p> <p>as, ask, dad, had, has, him, his, if, its, sit, an, did, got, mom, ran, bed, get, let, red, yes, but, fun, put, run, us, big, black well, will, tell, ate, came, made, make, take, bike, rld, time, white, write</p>	<p><u>Strategies:</u></p> <p><u>Decoding Strategies</u></p> <ul style="list-style-type: none"> • Predicting with pictures (picture walk) • Using beginning/ending sounds • Framing print/tracking print • Chunking sounds together • Stretching out sounds • Noting patterns in text • Detecting & correcting errors • Reading/re-reading for fluency • Skipping the word • Trying the word/sentence again <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> • Predicting • Forming mental imagery/picture walk • Identifying character traits • Story elements • Inferring • Retelling/summarizing • Asking questions • Using/Identifying text features • Identifying main idea • Identifying author's Purpose • Retelling • Making connections • Visualizing 	<p><u>Listening and Learning Domains</u></p> <p>Domain 1: Fables and Stories</p> <p>Domain 2: The Human Body</p>	<p><u>District Resources</u></p> <ul style="list-style-type: none"> • Leveled readers • Trade books • Sitton Spelling • 6+1 Traits • Word of the Week <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Informal Assessments • ESGI Q1 • Domain assessments • Fountas and Pinnell Leveled Reading Assessment • STAR <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Abcya.com • Smartboard lessons • Brainpopjr.com • Unitedstreaming.com • Enchanted-learning.com • Scholasticnews.com • ReadingA-Z.com • Teacherspayteacher • s • Raz-kids.com

<p><u>Reading Standards: Foundational Skills:</u></p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic feature of print. (RF.1.1) 2. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (RF.1.1a) 3. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2) 4. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b) 5. Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words. (RF.1.2c) 6. Segment spoken single-syllable words into their complete sentence sequence of individual sounds (phonemes). (RF.1.2d) 7. Know and apply grade-level phonics and word analysis skills decoding words. (RF.1.3) 8. Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3a) 9. Decode regularly spelled one-syllable words. (RF.1.3b) 10. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3d) 11. Read with sufficient accuracy and fluency to support comprehension. (RF.4.1) 12. Read grade-level text with purpose and understanding. (RF.1.4a) 13. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4b) 14. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c) <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1) 2. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking 			<ul style="list-style-type: none"> • Sequencing Events 		
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<p>one at a time about the topics and texts under discussion). (SL.1.1a)</p> <p>3. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)</p> <p>4. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)</p> <p>5. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)</p> <p>6. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)</p> <p>7. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)</p> <p>8. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)</p> <p><u>Language Standards:</u></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1)</p> <p>2. Print all upper- and lowercase letters. (L.1.1a)</p> <p>3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)</p> <p>4. Use end punctuation for sentences. (L.1.2b)</p> <p>5. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)</p> <p>6. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)</p> <p>7. 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. (L.1.4)</p> <p>8. Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4a)</p> <p>9. With guidance and support from adults, demonstrate understanding of word</p>					
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<p>relationships and nuances in word meanings. (L.1.5)</p> <p>10. 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. (L.1.5d)</p>					
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NYS Standards	Essential Questions	Skill	Balanced Literacy	Domains	Resources, Links & Assessments
<p>Quarter 2</p> <p><u>Reading Standards for Literature:</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in text. (RL.1.1) 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson (RL.1.2) 3. Describe characters, settings, and major events in a story, using key details. (RL.1.3) 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5) 5. Use illustrations and details in a story to describe its characters, setting or events. (RL.1.7) 6. With prompting and support, students will make cultural connections to text and self. (RL.1.9a) 7. Make connections between self, text and the world around them (text, media, social interaction). (RL.1.11) <p><u>Reading Standards for Informational Text:</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. (RI.1.1) 2. Identify the main topic and retell key details of a text. (RI.1.2) 3. Describe the connection between two individuals, events, ideas or pieces of information in a text. (RI.1.3) 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5) 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6) 		<p><u>Phonics & Spelling:</u></p> <ul style="list-style-type: none"> • Diagraphs- -th, ch, sh, wh, tch) • Long vowels (o_e, u_e) • y, long e • -all • Ending digraphs <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Complete sentences • Nouns • One and more than one • Special names and titles for people • Special names of places • Names of days, months and holidays <p><u>Sight Words:</u></p> <p>gave, into, just, must, stop, give, live, love, some, use, all, ball, call, saw, walk, think, them, there, thank, this, off, than, then, these, wash, find, from, of, want, went, does, when, where, which, who, any, every, funny, many, very</p>	<p><u>Strategies:</u></p> <p><u>Decoding Strategies</u></p> <ul style="list-style-type: none"> • Predicting with pictures (picture walk) • Using beginning/ending sounds • Framing print/tracking print • Chunking sounds together • Stretching out sounds • Noting patterns in text • Detecting & correcting errors • Reading/re-reading for fluency • Skipping the word • Trying the word/sentence again <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> • Predicting • Forming mental imagery/picture walk • Identifying character traits • Story elements • Inferring • Retelling/summarizing • Asking questions • Using/Identifying text features • Identifying main idea • Identifying author's purpose • Retelling • Making connections • Visualizing • Sequencing Events 	<p><u>Listening and Learning Domains</u></p> <p>Domain 3: Different Lands, Similar Stories</p> <p>Domain 4: Early Civilizations</p> <p>Domain 5: Early American Civilizations</p>	<p><u>District Resources</u></p> <ul style="list-style-type: none"> • Leveled readers • Trade books • Sitton Spelling • 6+1 writing traits • Word of the Week <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Informal Assessments • ESGI Q2 • Domain assessments • Fountas and Pinnell Leveled Reading Assessment • STAR <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Abcya.com • Smartboard lessons • Brainpopjr.com • Unitedstreaming.com • Enchanted-learning.com • Scholasticnews.com • ReadingA-Z.com • Teacherspayteachers • Raz-kids.com

7. Use the illustrations and details in a text to describe its key ideas. (RI.1.7)

Reading Standards: Foundational Skills:

1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)
2. Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2a)
3. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
4. Know and apply grade-level phonics and word analysis skills decoding words. (RF.1.3)
5. Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3a)
6. Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3c)
7. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (RF.1.3d)
8. Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)
9. Read with sufficient accuracy and fluency to support comprehension. (RF.4.1)
10. Read grade-level text with purpose and understanding. (RF.1.4a)
11. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4b)
12. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c)

Writing Standards:

1. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

Speaking and Listening Standards

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)
2. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking

- one at a time about the topics and texts under discussion). (SL.1.1a)
3. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)
4. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)
5. Seek to understand and communicate with individuals from different cultural backgrounds. (SL.1.1d)
6. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)
7. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)
8. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)
9. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)
10. Produce complete sentences when appropriate to task and situation (SL.1.6)

Language Standards:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1)
2. Use common, proper, and possessive nouns. (L.1.1b)
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1c)
3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)
4. Capitalize dates and names of people (L.1.2a)
5. Use commas in dates and to separate single words in a series. (L.1.2c)
6. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)
7. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)
8. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content,

<p>choosing flexibly from an array of strategies. (L.1.4)</p> <p>9. Use frequently occurring affixes as a clue to the meaning of a word. (L.1.4b)</p> <p>10. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4c)</p> <p>11. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (L.1.5)</p> <p>12. 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.1.5b)</p> <p>13. Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5c)</p> <p>14. 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). (L.1.6)</p>					
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NYS Standards	Essential Questions	Skill	Balanced Literacy	Domains	Resources, Links & Assessments
<p>Quarter 3</p> <p><u>Reading Standards for Literature:</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in text. (RL.1.1) 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson (RL.1.2) 3. Describe characters, settings, and major events in a story, using key details. (RL.1.3) 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5) 6. Identify who is telling the story at various points in a text. (RL.1.6) 7. Use illustrations and details in a story to describe its characters, setting or events. (RL.1.7) 8. Compare and contrast the adventures and experiences of characters in stories. (RL.1.9) 9. With prompting and support, students will make cultural connections to text and self. (RL.1.9a) 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) 11. Make connections between self, text and the world around them (text, media, social interaction). (RL.1.11) <p><u>Reading Standards for Informational Text:</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. (RI.1.1) 2. Identify the main topic and retell key details of a text. (RI.1.2) 		<p><u>Phonics & Spelling:</u></p> <ul style="list-style-type: none"> • Long o; - oa, -ow, -o • /s/ c, /j/ g • Long l, -y, • Long Vowel e (-e, -ee, -ea) • r controlled vowels: -er, -ar, -or <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Using I and me • Pronouns: He, she, It, and they • Adjectives • Comparing Adjectives (big, bigger, biggest) • Verbs <p><u>Sight Words:</u></p> <p>buy, by, fly, puppy, why, each, eat, green, read, sleep, after, her, other, over, under, friend, help, open, heart, people, before, more, or, word, work, could, good, nice, once, would, best, first, girl, jump, please, cold, goes, know, old, yellow</p>	<p><u>Strategies:</u></p> <p><u>Decoding Strategies</u></p> <ul style="list-style-type: none"> • Predicting with pictures (picture walk) • Using beginning/ending sounds • Framing print/tracking print • Chunking sounds together • Stretching out sounds • Noting patterns in text • Detecting & correcting errors • Reading/re-reading for fluency • Skipping the word • Trying the word/sentence again <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> • Predicting • Forming mental imagery/picture walk • Identifying character traits • Story elements • Inferring • Retelling/summarizing • Asking questions • Using/Identifying text features • Identifying main idea • Identifying author's purpose • Retelling • Making connections • Visualizing 	<p><u>Listening and Learning Domains</u></p> <p>Domain 6: Astronomy</p> <p>Domain 7: The History of the Earth</p> <p>Domain 8: Animals and Habitats</p>	<p><u>District Resources</u></p> <ul style="list-style-type: none"> • Leveled readers • Trade books • Sitton Spelling • 6+1 writing traits • Word of the Week <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Informal Assessments • ESGI Q3 • Domain assessments <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Abcya.com • Smartboard lessons • Brainpopjr.com • Unitedstreaming.com • Enchanted-learning.com • Scholasticnews.com • ReadingA-Z.com • Teacherspayteachers • Raz-kids.com

<p>3. Describe the connection between two individuals, events, ideas or pieces of information in a text. (RI.1.3)</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4)</p> <p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5)</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)</p> <p>7. Use the illustrations and details in a text to describe its key ideas. (RI.1.7)</p> <p>8. Identify the reasons an author gives to support points in a text. (RI.1.8)</p> <p>9. With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)</p> <p><u>Reading Standards: Foundational Skills:</u></p> <p>1. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)</p> <p>2. Know and apply grade-level phonics and word analysis skills decoding words. (RF.1.3)</p> <p>3. Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3a)</p> <p>4. Decode two-syllable words following basic patterns by breaking the words into syllables. (RF.1.3e)</p> <p>5. Read words with inflectional endings. (RF.1.3f)</p> <p>10. Read with sufficient accuracy and fluency to support comprehension. (RF.4.1)</p> <p>11. Read grade-level text with purpose and understanding. (RF.1.4a)</p> <p>12. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4b)</p> <p>13. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c)</p> <p><u>Writing Standards:</u></p> <p>1. With guidance and support from adults, focus on a topic, respond to questions and</p>			<ul style="list-style-type: none"> Sequencing Events 		
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suggestions from peers, and add details to strengthen writing as needed. (W.1.5)

Speaking and Listening Standards

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)
2. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.1a)
3. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)
4. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)
5. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)
6. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)
7. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)
8. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)

Language Standards:

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1)
2. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (L.1.1d)
3. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). (L.1.1e)
4. Use frequently occurring adjectives. (L.1.1f)
3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)

<p>5. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d)</p> <p>6. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)</p>					
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NYS Standards	Essential Questions	Skill	Balanced Literacy	Domains	Resources, Links & Assessments
<p>Quarter 4</p> <p><u>Reading Standards for Literature:</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in text. (RL.1.1) 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson (RL.1.2) 3. Describe characters, settings, and major events in a story, using key details. (RL.1.3) 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5) 6. Identify who is telling the story at various points in a text. (RL.1.6) 7. Use illustrations and details in a story to describe its characters, setting or events. (RL.1.7) 8. Compare and contrast the adventures and experiences of characters in stories. (RL.1.9) 9. With prompting and support, students will make cultural connections to text and self. (RL.1.9a) 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) 11. Make connections between self, text and the world around them (text, media, social interaction). (RL.1.11) <p><u>Reading Standards for Informational Text:</u></p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. (RI.1.1) 2. Identify the main topic and retell key details of a text. (RI.1.2) 3. Describe the connection between two individuals, events, ideas or pieces of information in a text. (RI.1.3) 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) 5. Know and use various text features (e.g., headings, tables of contents, glossaries, 		<p><u>Phonics & Spelling:</u></p> <ul style="list-style-type: none"> • /ou/ (-ou, -ow) • Long vowel a, spelled ai, ay (e.g. sail, day) • /oi/ (-oi, -oy) • Long i (igh) • Long vowel o, spelling o (e.g. hold) • 3 sounds of -ed, (/ed/, /d/, /t/) • /oo/ sound, spelled u-e, (e.g. tube) • Sounds of ea • /oo/ sound (e.g. book) <p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Verbs; present tense, past • Articles: am, is, are • Contractions <p><u>Sight Words:</u></p> <p>brown, down, how, long, now, day, may, pretty, say, way, around, about, boy, round, out, again, blue, here, new, our, also, been, soon, too, were, because, don't, going, number, your, one, two, three, four, five, six, seven, eight, nine, ten</p>	<p><u>Strategies:</u></p> <p><u>Decoding Strategies</u></p> <ul style="list-style-type: none"> • Predicting with pictures (picture walk) * Using beginning/ending sounds • Framing print/tracking print • Chunking sounds together • Stretching out sounds * Noting patterns in text * Detecting & correcting errors • Reading/re-reading for fluency • Skipping the word • Trying the word/sentence again <p><u>Comprehension Strategies</u></p> <ul style="list-style-type: none"> • Predicting • Forming mental imagery/picture walk • Identifying character traits • Story elements • Inferring • Retelling/summarizing • Asking questions • Using/Identifying text features • Identifying main idea • Identifying author's purpose • Retelling • Making connections • Visualizing • Synthesizing • Sequencing Events 	<p><u>Listening and Learning Domains</u></p> <p>Domain 9: Fairy Tales</p> <p>Domain 10: A New Nation</p> <p>Domain 11: Frontier Explorers</p>	<p><u>District Resources</u></p> <ul style="list-style-type: none"> • Leveled readers • Trade books • Sitton Spelling • Word of the Week • William VanCleave Paragraph Writing <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Informal Assessments • Domain assessments • ESGI Q4 • Fountas and Pinnell Leveled Reading Assessment • STAR <p><u>Technology:</u></p> <ul style="list-style-type: none"> • Abcya.com • Smartboard lessons • Brainpopjr.com • Unitedstreaming.com • Enchanted-learning.com • Scholasticnews.com • ReadingA-Z.com • Teacherspayteachers • Raz-kids.com

electronic menus, icons) to locate key facts or information in a text. (RI.1.5)
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.1.6)
7. Use the illustrations and details in a text to describe its key ideas. (RI.1.7)
8. Identify the reasons an author gives to support points in a text. (RI.1.8)
8. Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (RI.1.9)
9. With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)

Reading Standards: Foundational Skills:

1. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2b)
2. Know and apply grade-level phonics and word analysis skills decoding words. (RF.1.3)
3. Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3a)
4. Read with sufficient accuracy and fluency to support comprehension. (RF.4.1)
5. Read grade-level text with purpose and understanding. (RF.1.4a)
6. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4b)
7. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c)

Writing Standards:

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (W.1.1)
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)
4. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.5)
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)
6. 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). (W.1.7)
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)
8. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. (W.1.11)

Speaking and Listening Standards

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)
2. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.1a)
3. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)
4. Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)
5. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)
6. Ask and answer questions about what a speaker says in order to gather additional

<p>information or clarify something that is not understood. (SL.1.3)</p> <p>7. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)</p> <p>8. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5)</p> <p><u>Language Standards:</u></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.1.1)</p> <p>2. Use frequently occurring conjunctions (e.g., and, but, or, so, because). (L.1.1g)</p> <p>3. Use determiners (e.g., articles, demonstratives). (L.1.1h)</p> <p>4. Use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1i)</p> <p>5. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1j)</p> <p>3. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.1.2)</p> <p>5. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2d))</p> <p>6. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2e)</p>					
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