LANGUAGE ARTS
First Grade

Office of Quality Assurance and Curriculum Support
Guyla Hendricks, Chief Officer
CONTENTS

Mission Statement .................................................................................................................................................................................. 3
Suggestions for Implementing Curriculum Guides ............................................................................................................................................. 3
Florida Department of Education ................................................................................................................................................................. 3
OCSD Curriculum and Pacing Guide ∞ Overview ............................................................................................................................................. 4
Language Arts Pacing Guide ............................................................................................................................................................................. 5
Language Arts Curriculum Guide ...................................................................................................................................................................... 14
  Quarter 1 - Macmillan/McGraw-Hill Units 1 & 2 .................................................................................................................................................. 14
  Quarter 2 - Macmillan/McGraw-Hill Units 2 & 3 ................................................................................................................................................. 18
  Quarter 3 - Macmillan/McGraw-Hill Units 3, 4, & 5 .......................................................................................................................................... 22
  Quarter 4 - Macmillan/McGraw-Hill Units 5 & 6 ............................................................................................................................................ 25
OCSD’s Elementary Comprehensive Literacy Model Overview ......................................................................................................................... 27
Language Arts K-5 Resources ........................................................................................................................................................................... 30
Writing Pacing Guide ...................................................................................................................................................................................... 31
Writing Resources ................................................................................................................................................................................................ 33
K-2 Assessment/Curriculum Decision Tree Using Discovery Education Assessments ......................................................................................... 34
Mission Statement

Engage students in authentic literacy tasks maximizing student achievement by aligning grade-level benchmarks to appropriate instructional practices, materials, resources, and pacing.

Suggestions for Implementing Curriculum Guides

The role of the teacher is to:
- Teach students the Common Core State Standards as dictated by state law for their grade level,
- Implement the OCSD Comprehensive Balanced Literacy Model,
- Enhance the curriculum by using resources and instructional technology, and
- Differentiate instruction as needs are identified by assessments/progress monitoring.

In addition, teachers should:
- Collaborate with the reading leadership team to maximize school resources and expertise,
- Document questions and suggestions for improvement of the Curriculum Guide,
- Stay abreast of the Florida Department of Education website and Just Read, Florida!, and
- Provide students the opportunity to assess on-line textbooks.

Florida Department of Education

Common Core State Standards Initiative
http://www.corestandards.org/the-standards

Next Generation Sunshine State Standards:
http://www.floridastandards.org/homepage/index.aspx
OCSD Curriculum and Pacing Guide

Overview

This document provides a language arts curriculum and pacing guide. It is designed to help teachers efficiently pace the delivery of quality instruction for each nine-week period.

Purpose:
This guide was created by a team of grade-level teachers to correlate to the Common Core State Standards (CCSS) with the goal of providing teachers ready access to resources for teaching those new standards and a pace for accomplishing benchmark mastery.

Description:
The OCSD Language Arts Curriculum Guide specifies the language arts content to be covered within each nine-week instructional period. Their guide identifies Common Core Standards Benchmarks. Furthermore, it allows teachers to input information specific to their students or school needs.

- Column One – Benchmark/Text Alignment
  Lists the specific Benchmark by number and states the Benchmark
- Column Two – Focus Skill
  Generally based on the sequence of instruction as presented in the textbook adoption
- Column Three – Progress Monitoring / Assessment
  Provides teachers with myriad of assessment and monitoring resources available
- Column Four – Literacy Connection/Vocabulary/Reading
  Suggests instructional activities, including media (DVD/Video/CD), websites, and student involvement tasks
- Column Five – Open: Specific to Teacher/Grade/Subject/School
  Serves as a placeholder for teachers to add information that is specific to their school’s or student’s needs

NOTE:
Addendums to this curriculum guide, as well as additional information/forms will be posted at
Language Arts Pacing Guide

Quarter One

Macmillan/McGraw-Hill Florida Treasures

LITERATURE

➢ **Key Ideas and Details**
  1.RL.3 Describe characters, settings, and major events in a story, using key details.

➢ **Craft and Structure**
  1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

➢ **Integration of Knowledge and Ideas**
  1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

➢ **Range of Reading and Level of Text Complexity**
  1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

INFORMATIONAL TEXT

➢ **Key Ideas and Details**
  1.RIT.2 Identify the main topic and retell key details of a text.

➢ **Craft and Structure**
  1.RIT.4 Ask and answer questions to help determine or clarify the meaning of words in phrases in a text.

  1.RIT.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

➢ **Integration of Knowledge and Ideas**
  1.RIT.7 Use the illustrations and details in a text to describe its key details.

➢ **Range of Reading and Level of Text Complexity**
  1.RIT.10 With prompting and support, read informational texts appropriately complex for grade 1.

(Quarter 1 continued next page)
FOUNDATIONAL SKILLS

- **Print Concepts**
  1. **RFS.1** Demonstrate understanding of the organization and basic features of print.
     a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- **Phonological Awareness**
  1. **RFS.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
     c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
     d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
     ***(Only sounds (phonemes) in short vowel words will be tested in Quarter 1).***

- **Phonics and Word Recognition**
  1. **RFS.3** Know and apply grade-level phonics and word analysis skills in decoding words.
     b. Decode regularly spelled one-syllable words.
     d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- **Fluency**
  1. **RFS.4** Read with sufficient accuracy and fluency to support comprehension.
     a. Read on-level text with purpose and understanding. (**Ongoing by end of first grade**)
     b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
     c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING

- **Comprehension and Collaboration**
  1. **SL.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
     a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
     c. Ask questions to clear up any confusion about the topics and texts under discussion. (**Ongoing**)

  1. **SL.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

  1. **SL.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

(Quarter 1 continued next page)
LANGUAGE

- **Conventions of Standard English**
  1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Print ALL upper- and lower case letters.
    b. Use end punctuation for sentences.
    c. Use common, proper, and possessive nouns. (Common and proper nouns in this quarter.)
    d. Use singular and plural nouns with matching verbs in basic sentences

- **Vocabulary Acquisition and Use**
  1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.
    a. Use sentence-level context as a clue to the meaning of a word or phrase.

  1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

  1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
Quarter Two

Quarter 1 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.

LITERATURE

- **Key Ideas and Details**
  1.RL.1
  Ask and answer questions about key details in a text.

- **Craft and Structure**
  1.RL.6
  Identify who is telling the story at various points in a text.

- **Integration of Knowledge and Ideas**
  1.RL.9
  Compare and contrast the adventures and experiences of characters in stories.

INFORMATIONAL TEXT

- **Key Ideas and Details**
  1.RIT.1
  Ask and answer questions about key details in a text.

- **Craft and Structure**
  1.RIT.6
  Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- **Integration of Knowledge and Ideas**
  1.RIT.9
  Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

FOUNDATIONAL SKILLS

- **Print Concepts**
  1.RFS.1
  Demonstrate understanding of the organization and basic features of print.
    a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

(Quarter 2 continued next page)
Phonological Awareness
1.RFS.2
Demonstrate understanding of spoken words, syllables, and sounds.
   a. Distinguish long from short vowel sounds in spoken single-syllable words.
   b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
   c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition
1.RFS.3
Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   c. Know final -e and common vowel team conventions for representing long vowel sounds.

SPEAKING AND LISTENING
Comprehension and Collaboration
1.SL.1
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

Presentations of Knowledge and Ideas
1.SL.4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.5
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thought, and feelings.

1.SL.6
Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 on page 26 for specific expectations.)

LANGUAGE
Conventions of Standard English
1.L.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use common, proper, and possessive nouns.
   b. Use singular and plural nouns with matching verbs in basic sentences.
   c. Use verbs to convey a sense of past, present, and future.
1.L.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.

- **Vocabulary Acquisition and Use**
  1.L.4
  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexible from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, and looking). *(Ongoing)*

1.L.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   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).
   c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### Quarter Three

*Quarters 1 and 2 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.*

**LITERATURE**

- **Key Ideas and Details**
  1.RL.2
  Retell stories, including key details, and demonstrate understanding of their central message or lesson.

- **Craft and Structure**
  1.RL.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.

**INFORMATIONAL TEXT**

- **Key Ideas and Details**
  1.RIT.3
  Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**FOUNDATIONAL SKILLS**

- **Phonological Awareness**
  1.RFS.2
  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - e. Segment spoken-single syllable words into their complete sequence of individual sounds (phonemes).
  1.RFS.3
  Know and apply grade-level phonics and word analysis skills in decoding words.
  - c. Know the final –e and common vowel team conventions for representing long vowel sounds.
Phonics and Word Recognition
1.RFS.3
Know and apply grade-level phonics and word analysis skills in decoding words.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
   e. Decode two syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade appropriate irregularly spelled words.

LANGUAGE
1.L.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   b. Use common, proper, and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
   e. 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).
   f. Use frequently occurring adjectives.
   g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   h. Use determiners (e.g., articles, demonstratives).
   i. Use frequently occurring prepositions (e.g., during, beyond, toward).
   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.

1.L.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   b. Use frequently occurring affixes as a clue to the meaning of a word.
   c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

1.L.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   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.
Quarter Four

Quarter 1, 2 and 3 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.

INFORMATIONAL TEXT
- **Integration of Knowledge and Ideas**
  1.RIT.8
  Identify the reasons an author gives to support points in a text.

FOUNDATIONAL SKILLS
- **Phonological Awareness**
  1.RFS.2
  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant, or CVC words (medial).
  e. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words). (Replace final phoneme in a CVC word to make a different word.)

- **Phonics and Word Recognition**
  1.RFS.3
  Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Know the spelling-sound correspondences.
  b. Decode regularly spelled one–syllable words.
  c. Know final –e and common vowel team conventions for representing long vowel sounds.
  d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  e. Decode two-syllable words following basic patterns by breaking the words into syllables
  f. Read words with inflectional endings.
  g. Recognize and read grade-appropriate irregularly spelled words.

LANGUAGE
  1.L.1
  Demonstratecommand of the conventions of Standard English grammar and usage when writing or speaking.
  f. Produce and expand complete sentences and share language activities.
  g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
  h. Use determiners (e.g. articles, demonstratives).
  i. Use frequently occurring prepositions (e.g., during, beyond, toward).
  j. Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

(Quarter 4 continued next page)
1.L.2
Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates, and names of people.
   b. Use end punctuation for sentences.
   c. Use commas in dates to separate single words in a series.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
## Language Arts Curriculum Guide

**Quarter 1 - Macmillan/McGraw-Hill Units 1 & 2**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Reading Unit and Focus Skill</th>
<th>Progress Monitoring and Assessment Schedule</th>
<th>Additional Reading Resources</th>
<th>Open: Specific to teacher, grade, subject, school</th>
</tr>
</thead>
</table>
| **LITERATURE**  
**Key Ideas and Details**  
1.RL.3 | Title, author and illustrator | FAIR, SRI and AR to determine Lexile Levels | Units 1 & 2  
[http://languagearts.pppst.com/partsofabook](http://languagearts.pppst.com/partsofabook) | **CIVIC CONNECTIONS**  
**Unit 1: Soccer**  
SS.1.C.2.3 | Identify ways students can participate in the betterment of their school and community. |
| **Craft and Structure**  
1.RL.4 | Signs, recipes | Gates-MacGinitie Reading Test, Level BR | **Unit 1: What Pets Need**  
SS.1.C.2.4 | Show respect and kindness to people and animals. |
| **Integration of Knowledge and Ideas**  
1.RL.7 | Entertaining Text | GRADE, Form A | **Unit 1: All Kinds of Teams**  
SS.1.C.1.1 | Explain the purpose of rules and laws in the school and community. |
| **Range of Reading and Level of Text Complexity**  
1.RL.10 | CVC, CCVC, CVCC | DRA2 Reading Assessment | **Unit 2: Fun Kids Band**  
SS.1.C.2.4 | Show respect and kindness to people and animals. |
| **INFORMATIONAL TEXT**  
**Key Ideas and Details**  
1.RIT.2 | Short a, e, i, o | FCAT Format Weekly Assessments | **Unit 2: Glen is Late**  
SS.1.C.2.2 | Describe the characteristics of responsible citizenship in the school community. |
| **Craft and Structure**  
1.RIT.4 | End blends – nd, st, nt, nk | Fluency Assessment | **Unit 2: Time For Kids FCAT**  
Issue 5, 9, 13 | **SS.1.C.2.1**  
**Unit 2: Glen is Late** | Explain the rights and responsibilities students have in the school community. |
| **Integration of Knowledge and Ideas**  
1.RIT.5 | Short a, e, i, o | Running Records | **SS.1.C.2.2**  
**Unit 2: Glen is Late** | Describe the characteristics of responsible citizenship in the school community. |
| 1.RIT.4 | End blends – nd, st, nt, nk | Unit Assessment |  |  |
| 1.RIT.5 | “R” blends - br, cr, dr, fr, gr, tr | Benchmark Assessment |  |  |
| 1.RIT.4 | Word families with short vowels – a, e, i, o | ELL Practice and Assessment |  |  |
| 1.RIT.5 | Dolch word list | STAR |  |  |
| 1.RIT.4 | Contractions with not (n’t) | Accelerated Reading |  |  |
| 1.RIT.5 | Inflectional ending -s and -ed | Cold Reads |  |  |
| 1.RIT.4 | Teach Strategy:  
- Does it look right?  
- Does it sound right?  
- Does it make sense? | DEA Probes |  |  |
| 1.RIT.5 | Re-reading familiar text with fluency | DEA |  |  |
| 1.RIT.5 | New vocabulary |  |  |  |
| 1.RIT.5 | Conceptually challenging text |  |  |  |
| **Range of Reading and Level of Text Complexity**  
1.RL.10 | With prompting and support, read prose and poetry of appropriate complexity for grade 1. |  |  |  |
| **INFORMATIONAL TEXT**  
**Key Ideas and Details**  
1.RIT.2 | Identify the main topic and retell key details of a text. |  |  |  |
| **Craft and Structure**  
1.RIT.2 | Ask and answer questions to help determine or clarify the meaning of words in a phrases in a text. |  |  |  |
| **Integration of Knowledge and Ideas**  
1.RIT.3 | Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |  |  |  |
### Integration of Knowledge and Ideas
1. RIT.7 Use the illustrations and details in a text to describe its key details.

### Range of Reading and Level of Text Complexity
1. RIT.10 With prompting and support, read informational texts appropriately complex for grade 1.

### FOUNDATIONAL SKILLS
#### Print Concepts
1. RFSS.1 Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

#### Phonological Awareness
1. RFSS.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### Phonics and Word Recognition
1. RFSS.3 Know and apply grade-level phonics and word analysis skills in decoding words.
   b. Decode regularly spelled one-syllable words.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

| Key Vocabulary | New Vocabulary | Title, illustrations, predictions, and purpose for reading | Supporting Details | Main Idea | Arrange events in sequence | Author’s Purpose | Stories, poems, legends, picture books | Fables | Characters, Setting | Rhyme | Rhythmic Patterns | Nursery Rhymes, characters, setting, sequence of events | Signs | Students choose books for enjoyment based on their interest, level, or teacher recommendation | Students may choose a non-fiction book based on interest. | Use charts, maps, lists, maps, and summaries | The Little Red Hen folktale | The Very Hungry Caterpillar by Eric Carle | Aesop’s Fables | The Story of Aesop’s Fables | How Do Dinosaurs Say Good Night? By Jane Yolen | Clap Your Hands by Lorinda Byran Cauley | Let’s Go Visiting by Sue Williams | The Napping House by Audrey Wood | Library Books | Classroom Library Books | Accelerator Reading Books | Center Signs | Environmental Print Signs | Graphic organizers | Daily 5 | Café |

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**Unit 2: Time For Kids FCAT Issue, 6, 11**

SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
Fluency
1.RFS.4 Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.  
      (Ongoing by end of first grade)
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING
Comprehension and Collaboration
1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups.
   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LANGUAGE
Conventions of Standard English
1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print ALL upper- and lower case letters.

**Vocabulary Acquisition and Use**

1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibility from an array of strategies.

1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
Quarter 2 - Macmillan/McGraw-Hill Units 2 & 3

**Quarter 1 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Reading Unit and Focus Skill</th>
<th>Progress Monitoring and Assessment Schedule</th>
<th>Additional Reading Resources</th>
<th>Open: Specific to teacher, grade, subject, school</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERATURE</td>
<td>Glossary</td>
<td>FAIR, SRI and AR to determine Lexile Levels</td>
<td>Units 2 and 3 (every unit)</td>
<td>CIVIC CONNECTIONS</td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>Dictionary</td>
<td>DRA2 Reading Assessment</td>
<td>Brainpopjr.com</td>
<td>Unit 3 Kids Can Help SS.1.C.2.1</td>
</tr>
<tr>
<td>1.RL.1</td>
<td>Ask and answer questions about key details in a text.</td>
<td>MMH Selection Tests</td>
<td>Short vowels</td>
<td>Explain the rights and responsibilities students have in the school community.</td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>Signs, recipes</td>
<td>Weekly Assessment</td>
<td>Rhyme</td>
<td></td>
</tr>
<tr>
<td>1.RL.6</td>
<td>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td>FCAT Format Weekly Assessments</td>
<td>Fathers, Mothers, Sisters, and Brothers by Mary Hoberman</td>
<td></td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>Poems</td>
<td>Fluency Assessment</td>
<td>A Friend for Little Bear by Harry Horse</td>
<td></td>
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<tr>
<td>1.RL.9</td>
<td>Compare and contrast the adventures and experiences of characters in stories.</td>
<td>Running Records</td>
<td>A Chair For My Mother by Vera B. Williams</td>
<td></td>
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<tr>
<td>INFORMATIONAL TEXT</td>
<td>CVC, CCVC, CVCC, CCCVC</td>
<td>Unit Assessment</td>
<td>The True Story of the Three Little Pigs by Jon Scieszka</td>
<td></td>
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<tr>
<td>Key Ideas and Details</td>
<td>Short u</td>
<td>Benchmark Assessment</td>
<td>Chicken Little by Steven Kellogg</td>
<td></td>
</tr>
<tr>
<td>1.RIT.1</td>
<td>Ask and answer questions about key details in a text.</td>
<td>ELL Practice and Assessment</td>
<td>Henny Penny (compare to Chicken Little)</td>
<td></td>
</tr>
<tr>
<td>Craft and Structure</td>
<td>Digraphs sh, th</td>
<td>STAR</td>
<td>If You Give a Mouse a Cookie, If You Give a Pig a Pancake by Laura Numeroff</td>
<td></td>
</tr>
<tr>
<td>1.RIT.6</td>
<td>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</td>
<td>Accelerated Reading</td>
<td>Diary of a Worm by Doreen Cronin</td>
<td></td>
</tr>
<tr>
<td>Integration of Knowledge and Ideas</td>
<td>“L” blends- bl, cl, gl, fl, pl, sl</td>
<td>Cold Reads</td>
<td>Duck in the Truck by Jez Alborough</td>
<td></td>
</tr>
<tr>
<td>1.RIT.9</td>
<td>Identify basic similarities in and differences between</td>
<td>DEA Probes</td>
<td>Frog and Toad All Year by Arnold Lobel</td>
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<td></td>
<td>Long a_e, i_e</td>
<td>DEA</td>
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<td></td>
<td>“S” blends – sl, sn, sp, st, sw</td>
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<td></td>
<td>Consonant digraphs- ch, tch, wh</td>
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<td></td>
<td>Word families with short u, long a and long i.</td>
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<td></td>
<td>Dolch word list</td>
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<td></td>
<td>Contractions with is and us (‘s)</td>
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<td>Inflectional ending -ing and -ed</td>
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<td></td>
<td>Teach Strategy:</td>
<td></td>
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<td></td>
<td>• Does it look right?</td>
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<td>• Does it sound right?</td>
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<td></td>
<td>• Does it make sense?</td>
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</table>
**FOUNDATIONAL SKILLS**

**Print Concepts**  
1.RFS.1 Demonstrate understanding of the organization and basic features of print.  
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Phonological Awareness**  
1. RFS.2 Demonstrate understanding of spoken words, syllables, and sounds.  
   a. Distinguish long from short vowel sounds in spoken single-syllable words.  
   b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.  
   c. Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Phonics and Word Recognition**  
1. RFS.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
   a. Know the spelling-sound correspondences for common consonant digraphs.  
   c. Know final –e and common vowel team conventions for representing long vowel sounds.
**Speaking and Listening**

### Comprehension and Collaboration

1.SL.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

   b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

### Presentations of Knowledge and Ideas

1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thought, and feelings.

1.SL.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 on page 26 for specific expectations).

### Language

**Vocabulary Acquisition and Use**

1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexible from an array of strategies.

   a. Use sentence-level context as a clue to the meaning of a word or phrase.

   c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, and looking). *(Ongoing)*

---

**Rhythmic Patterns**

**Text Connections**

**Sequence of Events**

**Fictional Materials to read based on interest**

**Directions**

**Charts**

**Non-fiction materials**
1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
   - 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).
   - c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
Quarter 3 - Macmillan/McGraw-Hill Units 3, 4 & 5

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Reading Unit and Focus Skill</th>
<th>Progress Monitoring and Assessment Schedule</th>
<th>Additional Reading Resources</th>
<th>Open: Specific to teacher, grade, subject, school</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERATURE</td>
<td>Title, author and illustrator</td>
<td>• FAIR, SRI and AR to determine Lexile Levels</td>
<td>Units 3, 4, and 5</td>
<td>CIVIC CONNECTIONS</td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>Informational Text Features: Captions, Bold Print, Diagrams</td>
<td>• Gates-MacGinitie Reading Test, Level 1</td>
<td>Unit 3 &amp; 4 Decodable Readers</td>
<td>Unit 4 Meet Ben Franklin</td>
</tr>
<tr>
<td>1.RL.2</td>
<td>Entertaining Text</td>
<td>• GRADE, Form B</td>
<td><a href="http://www.spellingcity.com">www.spellingcity.com</a></td>
<td>SS.1.C.2.3</td>
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<tr>
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<td>CCCVC</td>
<td>• SAT 10</td>
<td><a href="http://www.brainpop.com">www.brainpop.com</a></td>
<td>Identify ways students can participate in the betterment of their school and community.</td>
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<tr>
<td>Craft and Structure</td>
<td>Blending phonemes</td>
<td>• DRA2 Reading Assessment</td>
<td>contractions</td>
<td>Unit 5 Kids’ Inventions</td>
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<tr>
<td>1.RL.5</td>
<td>Segmenting phonemes</td>
<td>• ERDA</td>
<td><a href="http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf">http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf</a></td>
<td>SS.1.C.2.3</td>
</tr>
<tr>
<td></td>
<td>Addition, deletion, and substitution</td>
<td>• MMH Selection Tests</td>
<td><a href="http://languagearts.pppst.com/compoundwords.html">http://languagearts.pppst.com/compoundwords.html</a></td>
<td>Identify ways students can participate in the betterment of their school and community.</td>
</tr>
<tr>
<td></td>
<td>Long o: o_e</td>
<td>• Weekly Assessment</td>
<td><a href="http://languagearts.pppst.com/vowels.html">http://languagearts.pppst.com/vowels.html</a></td>
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</tr>
<tr>
<td></td>
<td>Long u: u_e</td>
<td>• FCAT Format Weekly Assessments</td>
<td><a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long a: -ai, -ay</td>
<td>• Fluency Assessment</td>
<td><a href="http://languagearts.pppst.com/mainidea.html">http://languagearts.pppst.com/mainidea.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long e: -ee, -ea, y</td>
<td>• Running Records</td>
<td><a href="http://languagearts.pppst.com/use-effect.html">http://languagearts.pppst.com/use-effect.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long i: -igh</td>
<td>• Unit Assessment</td>
<td><a href="http://languagearts.pppst.com/cause-effect.html">http://languagearts.pppst.com/cause-effect.html</a></td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td>‘R’ controlled vowel: ar</td>
<td>• ELL Practice and Assessment</td>
<td><a href="http://languagearts.pppst.com/alliteration.html">http://languagearts.pppst.com/alliteration.html</a></td>
<td></td>
</tr>
<tr>
<td>1.RFS.2</td>
<td>Dolch word list</td>
<td>• STAR</td>
<td>Reader’s theater</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compound words</td>
<td>• Accelerated Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contractions: will (‘ll), have (‘ve), am (‘m)</td>
<td>• Cold Reads</td>
<td>Read alouds</td>
<td></td>
</tr>
<tr>
<td>Phonics and Word Recognition</td>
<td>Inflectional ending: -es, -er, -est</td>
<td>• DEA Probes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LANGUAGE

1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use common, proper, and possessive nouns.
- b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- d. 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).
- e. Use frequently occurring adjectives.
- f. Use determiners (e.g., articles, demonstratives).
- g. Use conjunctions (e.g., and, but, or, so, because).
- h. Use prepositions (e.g., during, beyond, toward).
- i. Produce and expand complete simple and compound declarative, imperative, and exclamatory sentences in response to prompts.

### Re-reading familiar text with fluency
- Pauses, punctuation, questioning, dialogue
- New vocabulary
- Conceptually challenging text
- Use context clues
- Using prior knowledge
- Compound words
- Meanings; definitions of words with multiple meanings
- Dictionary Skills
- Title, illustrations, predictions, and purpose for reading
- KWL Charts
- Brainstorming
- Webs
- Fact & Fiction
- Cause & Effect
- Sequence of events
- Compare and contrast
- Clarifying questions
- Main events: beginning, middle, end
- Patterned Structures
- Alliteration
- Rhythm
- Basal anthology
- Shared reading
- Oral vocabulary cards
- Dictionary
- Graphic organizers and transparencies
- Venn-Diagram
- Lots and Lots of Zebra Stripes by Stephen Swinburne
- A Tree is a Plant by Clyde Robert Bulla
- The Little Red Hen by Barry Downard
- Mem Fox Books: The Magic Hat

### Daily 5
- Café
| 1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.  
  a. Capitalize dates and names of people.  
  b. Use end punctuation for sentences. | Text connections: self, Text, world | Captions |
| 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  
  b. Use frequently occurring affixes as a clue to the meaning of a word.  
  c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | | |
| 1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
  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. | | |
Quarter 4 - Macmillan/McGraw-Hill Units 5 & 6

**Quarters 1, 2 and 3 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Reading Unit and Focus Skill</th>
<th>Progress Monitoring and Assessment Schedule</th>
<th>Additional Reading Resources</th>
<th>Open: Specific to teacher, grade, subject, school</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INFORMATIONAL TEXT</strong> Integration of Knowledge and Ideas</td>
<td>Table of contents and index</td>
<td>• FAIR, SRI and AR to determine Lexile Levels</td>
<td>Units 5 and 6 (every unit)</td>
<td>CIVIC CONNECTIONS</td>
</tr>
<tr>
<td>1.RIT.8 With prompting and support, identify the reasons an author gives to support points in a text.</td>
<td>Variant Vowels: -oo, -aw</td>
<td>• DRA2 Reading Assessment</td>
<td>Brainpopjr.com</td>
<td>Unit 3 Kids Can Help SS.1.C.2.1</td>
</tr>
<tr>
<td></td>
<td>Diphthongs: -ou, -ow, -oi, -oy</td>
<td>• MMH Selection Tests</td>
<td>• Short vowels</td>
<td>Explain the rights and responsibilities students have in the school community.</td>
</tr>
<tr>
<td></td>
<td>“R” controlled: -or, -er, -ir, -ur</td>
<td>• Weekly Assessment</td>
<td>• Rhyme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dolch word list</td>
<td>• FCAT Format Weekly Assessments</td>
<td>Fathers, Mothers, Sisters, and Brothers by Mary Hoberman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inflectional ending: -ed</td>
<td>• Fluency Assessment</td>
<td>A Friend for Little Bear by Harry Horse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Base/root words</td>
<td>• Running Records</td>
<td>A Chair For My Mother by Vera B. Williams</td>
<td></td>
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<tr>
<td></td>
<td>Teach Strategy:</td>
<td>• Unit Assessment</td>
<td>The True Story of the Three Little Pigs by Jon Scieszka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does it look right?</td>
<td>• Benchmark Assessment</td>
<td>Chicken Little by Steven Kellogg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does it sound right?</td>
<td>• ELL Practice and Assessment</td>
<td>Henny Penny (compare to Chicken Little)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does it make sense?</td>
<td>• STAR</td>
<td>If You Give a Mouse a Cookie, If You Give a Pig a Pancake by Laura Numeroff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Re-reading familiar text with fluency</td>
<td>• Accelerated Reading</td>
<td>Diary of a Worm by Doreen Cronin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New vocabulary</td>
<td>• Cold Reads</td>
<td>Duck in the Truck by Jez Alborough</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conceptually challenging text</td>
<td>• DEA Probes</td>
<td>Frog and Toad All Year by Arnold Lobel</td>
<td></td>
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<tr>
<td></td>
<td>Context clues</td>
<td>• DEA</td>
<td></td>
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<td>Sorting words into categories; for example: water, sand, sun, umbrella = beach words</td>
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<td>Antonyms and synonyms</td>
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</table>
syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

**LANGUAGE**

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences and share language activities.

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

h. Use determiners (e.g. articles, demonstratives).

i. Use frequently occurring prepositions (e.g., during, beyond, toward).

j. Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts.

<table>
<thead>
<tr>
<th>Online dictionary or card catalogue</th>
<th>The Enormous Turnip by Debbie Slier</th>
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</thead>
<tbody>
<tr>
<td>Subheadings and captions</td>
<td>Jamberry by Bruce Degan</td>
</tr>
<tr>
<td>Fantasy and reality</td>
<td>How Big is a Pig? By Clare Beaton</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Decodable readers</td>
</tr>
<tr>
<td>Stories, poems, legends, picture books</td>
<td></td>
</tr>
<tr>
<td>Main characters &amp; Setting</td>
<td></td>
</tr>
<tr>
<td>Rhyme</td>
<td>Word Wall</td>
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<td></td>
<td>Leveled Readers</td>
</tr>
<tr>
<td></td>
<td>Oral Vocabulary Cards</td>
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<tr>
<td></td>
<td>Read Alouds</td>
</tr>
<tr>
<td></td>
<td>Basal Anthology</td>
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<td>Shared Reading</td>
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<td>Basal Retelling Cards</td>
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<td>(Discovering LA: Reading Author’s Purpose)</td>
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<td>Library Books</td>
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<tr>
<td></td>
<td>Daily 5</td>
</tr>
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<td>Café</td>
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</tbody>
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Okaloosa County School District embraces the State’s mandate to include all reading components as outlined in the Florida Reading Formula in elementary reading instruction across the district. As outlined below, the various components of a comprehensive balanced literacy model are the essential foundation to high quality reading instruction that includes a balance of reading and writing components addressed on a daily basis.

**Key:** READING—PA=phonological awareness, PH=phonics, F=fluency, V=vocabulary, C=comprehension  
ASSESSMENT—S=screening, D=diagnostic, PM=progress monitoring

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Time Allocation</th>
<th>Frequency of Use</th>
<th>Ideas/Sources for Implementation</th>
</tr>
</thead>
</table>
| Read Alouds, Interactive Read Alouds (PA, PH, F, V, C) | Teachers read aloud to students from a variety of genre often above the students’ instructional reading level to allow for enhancement of listening and speaking vocabulary. During this component teachers initially articulate metacognitive strategies (thought processes) and elements of fluency so students can observe behaviors of an accomplished reader. Over time, students are invited to participate in the read aloud experience by articulating their thought processes in understanding the text, discussing text interactions, reflecting on personal interactions with the text, and writing reflections about the text. Additionally, specific comprehension and vocabulary strategies are modeled by the teacher during reading of the text (i.e. cause-effect, compare/contrast, etc). In addition to interactive read alouds, teachers should also spend uninterrupted time reading aloud to their students to model fluent reading. | 15-20 minutes, K-2  
20-30 minutes, 3-5 | Daily during literacy and content area blocks | • high interest literature  
• award winning literature  
• varied genre (poetry, fiction, non-fiction, etc.)  
• author studies |
| Shared Reading (PA, PH, F, V, C; D, PM) | Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by the teacher. It is through shared reading that the students can observe an efficient reader’s reading process and use of reading strategies. During shared reading, the teacher demonstrates fluent reading behaviors such as prosodic elements while students enjoy the moderate level of scaffolding to support their reading process. Access to the text is critical during shared reading; therefore, all students must have a copy or should be able to view a projected copy of the text. In early grades, books are read multiple times allowing students to acquire concepts of print, language patterns, and develop phonological awareness. | 10-15 minutes | Daily | • varied genre to include: poetry, charts, newspaper or magazine clippings, introductions to novels, short stories; fiction and non-fiction selections (which can be displayed by ELMO or LCD projector)  
• shared reading selections from the basal series  
• big books |
| Guided Reading (PH, F, V, C; D, PM) | Guided reading occurs in a small group setting of four to six students who are working with the teacher to process increasingly challenging texts with understanding and fluency. The teacher selects and introduces instructional level texts to readers, supports them while reading the text, engages the readers in discussion, and peRFoms a mini-lesson after the reading. During the lesson, the teacher acts as facilitator by asking students to make predictions, posing questions and confirming comprehension strategy applications, and scaffolding students to become problem solvers and self-reliant learners. All students read the text during guided reading at their own pace – round robin is 60 minutes of literacy block  
15-25 minutes per group | Daily as a component of the literacy block with rotation among reading groups across the week’s time. | • instructional leveled reading material  
• reading basal materials—leveled books, anthology selections  
• appropriately leveled trade books, at teacher’s discretion  
• novels may be used for literature circles |
In upper primary and intermediate grades, teachers can use literature circles in lieu of a reading group activity. Literature circles are student-facilitated reading clubs or meetings where students have prepared notes prior to gathering to discuss reactions, interesting vocabulary, and literary elements of the text. Literature circle attendees may be assigned a role for their preparations, but the roles should be diminished once the students are comfortable and understand how to do each. Teachers will confer with groups to assist in targeting discussion points and will take anecdotal notes during this time.

| Frequency of group meetings dictated by student needs with less successful readers meeting daily with teacher. |
| Frequency of group meetings dictated by student needs with less successful readers meeting daily with teacher. |

**Familiar Reading**

( PA, PH, F, V, C; PM)

During familiar, or independent, reading time, students re-read materials that have been previously read thus allowing students to engage in fluent and expressive reading, practice effective strategies on easy material, become more knowledgeable about story structure and text features, expand vocabulary knowledge, and promote independent problem-solving activities. Students should select materials for familiar reading that can be read independently (97% or higher accuracy level).

20 minutes

Daily

- previously read basal reading selections or leveled readers
- Accelerated Reader (AR) selections
- trade books
- multiple genres of leveled reading selections at independent reading level
- classroom and student-generated stories, books, charts, and poetry
- materials in students’ book boxes
- big books

**Writing Workshop**

( PH, V; D, PM)

Writing workshop contains several daily components to include teacher directed mini-lesson, independent writing time for students, teacher/student conferencing, and teacher-led small group work. Writing workshop begins with a brief mini-lesson including explicit instruction for all students in a topic that will improve their writing process such as knowledge of writing strategies, author’s craft and skills, or fundamentals of drafting a text. After the mini-lesson, the students begin writing independently to apply the focus of the mini-lesson, and then continue to work on self-selected pieces. In order for students to spend quality time engaged in the writing process, all students do not need to be in the same stage of the writing process at the same time. During independent writing time, the teacher circulates among students, conferences with children to encourage their writing process, and collects anecdotal notes regarding student performance for instructional planning or future conferences. Teachers may also use time during this writing period to assemble small groups of students with similar needs to receive explicit instruction and guided practice. Students should be encouraged to utilize the entire writing process by publishing several selected works throughout the year. At the close of the writing workshop, the teacher should reserve a few minutes to review the focus of the day’s writing lesson, and also to allow selected students to share their writing progress on current writing samples.

20 to 60 minutes depending on students’ age

Daily

- teacher/student generated lists of writing topics
- writing journals/portfolios
- math journals
- conferencing—teacher and peer
- author’s chair
- author’s fair
- publishing of work
- writing to prompts
Guided Writing

Guided reading and guided writing are often used in complimentary lessons with younger students to draw attention to concepts of print, high frequency words, and new vocabulary. Through analysis of anecdotal notes, teachers determine when guided writing activities such as shared writing, interactive writing, or writing aloud are necessary. These authentic writing opportunities are meant to instantiate, or deeply embed, the learning that is occurring for students. By selecting the best instructional method necessary for student scaffolding (writing aloud, shared writing, or interactive writing), the teacher is able to thoughtfully meet the needs of her students.

15-20 minutes
Frequency determined by the teacher

- student generated topics
- teacher generated topics
- literature logs
- journals/travel logs
- assisted writing responses
- reflective journals

<table>
<thead>
<tr>
<th>Guided Writing (PA, PH, V; D, PM)</th>
<th>15-20 minutes</th>
<th>Frequency determined by the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided reading and guided writing are often used in complimentary lessons with younger students to draw attention to concepts of print, high frequency words, and new vocabulary. Through analysis of anecdotal notes, teachers determine when guided writing activities such as shared writing, interactive writing, or writing aloud are necessary. These authentic writing opportunities are meant to instantiate, or deeply embed, the learning that is occurring for students. By selecting the best instructional method necessary for student scaffolding (writing aloud, shared writing, or interactive writing), the teacher is able to thoughtfully meet the needs of her students.</td>
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</tbody>
</table>

Spelling/Word Study

Spelling or word study activities are an integral part of the reading and content area curriculum providing students explicit instruction in orthographic skills such as examining word parts for common vowel patterns, identifying word families, identifying Latin or Greek roots, and identifying base words in order to utilize this information to problem-solve words encountered in text. Whole and small group instruction is often encountered in daily lessons thus creating an opportunity for new learning and guided practice.

20 minutes Daily

- high frequency or high interest words
- spelling words from basal series
- word wall words
- content area vocabulary
- materials to use during lessons: white boards, magnetic letters, literacy task cards, etc.

<table>
<thead>
<tr>
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<th>20 minutes</th>
<th>Daily</th>
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- high frequency or high interest words
- spelling words from basal series
- word wall words
- content area vocabulary
- materials to use during lessons: white boards, magnetic letters, literacy task cards, etc.
Daily Five

CAFE

www.internet4classrooms.com/lang_elem.htm

www.findingdulcinea.com/guides/Education?Elementary-School-English.pg_0.html

www.homeworkspot.com/elementary/language

www.kidsolr.com/language_arts

www.youth.net/cec/ceclang/ceclang-elem.html

http://free.ed.gov/subjects.cfm?subject_id=78

www.cloudnet.com/~edrbsass/edeng.htm

www.readwritethink.org

www.middleweb.com/CurrLangArt.html

http://k6educators.about.com/od/languageart1/Language_Arts_Lesson_Plans_Reading_Writing_Language_Arts_Lessons.htm

http://education.smarttech.com/STE/EN-us/eD+RESOURCE/CLASSROOM+RESOURCES/ELEMENTARY/ENGLISH+AND+LANGUAGE+ARTS

www.pitt.edu/~poole/eledLAKidLit.html

www.cln.org/subjects/english.html
Quarter One

- **LANGUAGE**
  1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - a. Print ALL upper-and lowercase letters

- **WRITING**
  - **Text Types and Purposes**
    1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.
  - **Research to Build and Present Knowledge**
    1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Quarter Two - *Quarter 1 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.*

- **LANGUAGE**
  - **Conventions of Standard English**
    L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
    - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- **WRITING**
  - **Text Types and Purposes**
    W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
  - **Research to Build and Present Knowledge**
    W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
Quarter Three -  *Quarters 1 and 2 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.*

- **LANGUAGE**
  - **Conventions of Standard English**
    1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize dates and names of people.
    c. Use commas in dates and to separate single words in a series.
    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
    e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- **WRITING**
  - **Text Types and Purposes**
    1.W.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.
  1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Quarter Four -  *Quarter 1, 2 and 3 Common Core Standards are continued throughout this quarter. Only Common Core Standards new to this quarter are added.*

- **WRITING**
  - **Production and Distribution of Writing**
    1.W.6 With guidance and support from adults explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
    1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Capitalize the first word in a sentence and the pronoun *I*.
    c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships (*beginning, medial, and ending sounds*).
*Writing Resources*

- But How Do You Teach Writing by Barry Lane
- Cracking Open the Author’s Craft by L. Laminack
- A Writer’s Notebook: Unlocking the Writer Within You by R. Fletcher
- A Writer Teaches Writing (revised) by D. Murray
- Creating Writers Through 6-Trait Writing Assessment and Instruction by V. Spandel
- The Art of Teaching Writing by L. Calkins
- Teaching the Youngest Writers by M. Freeman
- Writing Through Childhood: Rethinking Process and Product by S. Harwayne
- Literacy Work Stations: Making Centers Work by D. Diller
- Melissa Forney resources
- Six Traits Writing resources
- Four Blocks Literacy Model
- Teaching Writing Skills with Children’s Literature (Dierking; Maupin House)
- Daily 6-Trait Writing by Evan Moor
- Take It to Your Seat: Writing Centers by Evan Moor
- Writing Makeovers, Creative Teachers press
- Nothing Ever happens on 90th Street by Schotter, Scholastic
- If You Were a Writer by Nixon, Aladdin
- Show Don’t Tell! Secrets of Writing by Nobisso, Gingerbread House
- What Do Author’s Do? By Christelow, Sandpaper
- Author: A True Story by Lester, Sandpiper
- Live Writing: Writers’ Notebook and others by Ralph Fletcher

*See other resources by cited authors*
### K-2 Assessment/Curriculum Decision Tree Using Discovery Education Assessments

<table>
<thead>
<tr>
<th>Administer Discovery Education Assessment (DEA)</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early Skills Assessment (K, 1)</td>
<td>AP 1: August—October</td>
</tr>
<tr>
<td>• Predictive Assessment (2)</td>
<td>AP 2: December—January</td>
</tr>
<tr>
<td>• Predictive Assessment (2)</td>
<td>AP 3: April—May</td>
</tr>
</tbody>
</table>

**K:** Consonants, vowels, phoneme, letters, syllables, vocabulary, listening: story elements, main idea, and strategies

**1:** Consonants, vowels, phoneme, letters, syllables, vocabulary, listening: story elements, main idea, strategies, and reading: story elements, main idea, and strategies.

**2:** Reading vocabulary, application, literary analysis, writing process, writing application/communication, and informational literacy.

**IF:** DEA scale score falls within the Red range by Proficiency by Skill

**THEN:**
- Compare results to other assessment data (DRA 2, unit tests, Kindergarten report card, etc)

**Further Diagnostic Evaluation:**
Use DEA Drilldown Report (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for students.
- PA/Phonics knowledge
- Vocabulary knowledge
- Listening Comprehension knowledge
- Reading Comprehension knowledge

Determine need for more intensity:
- additional time
- smaller group size
- more targeted instruction

Determine progress monitoring steps:
- How frequently will progress be checked?
- What instrument will be used to check?

Provide differentiated small group instruction with appropriate level text and supplemental materials.

Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups. Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.

**Programs and Materials:**
- Macmillan Treasures or Reading Mastery Plus
- Macmillan Triumphs Intervention

**IF:** DEA scale score falls within the Yellow range by Proficiency by Skill

**THEN:**
- Compare results to other assessment data (DRA 2, unit tests, Kindergarten report card, etc)

**Further Diagnostic Evaluation:**
Use DEA Drilldown Report (sorted by teacher, sorted by skill) to determine the level of daily differentiated intervention required for students.
- PA/Phonics knowledge
- Vocabulary knowledge
- Listening Comprehension knowledge
- Reading Comprehension knowledge

Determine need for more intensity:
- additional time
- smaller group size
- more targeted instruction

Determine progress monitoring steps:
- How frequently will progress be checked?
- What instrument will be used to check?

Provide differentiated small group instruction with appropriate level text and supplemental materials.

**Programs and Materials:**
- Macmillan Treasures with differentiated small group instruction
- Macmillan Triumphs Intervention

**IF:** DEA scale score falls within the Green or Blue range by Proficiency by Skill

**THEN:**
- K—Note comprehension on listening tasks
- Grades 1 & 2—Note comprehension on listening and reading tasks
- Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word and/or connected text level.

**Programs and Materials:**
- Macmillan Treasures
- Appropriate leveled text and materials for small group