



Balanced Literacy 2019-2020

**Pacing Calendars and
Teacher Guidance Documents
FULL BINDER**

First Grade

Rationale

The Importance of a Balanced Literacy Approach

Balanced literacy has meant different things throughout the years. In the early years, the term referred to educators who were trying to find a balance between students having ample opportunities to read authentic text while explicitly teaching readers how to break the code through phonics instruction. Currently, when most educators use the term balanced literacy they refer to a literacy framework that includes time for teachers to model expert reader strategies using authentic grade level texts through read alouds and shared reading, opportunities for readers to process challenging, instructional-level texts under the guidance of the teacher; and ample chances for students to independently read authentic just right leveled text as they work toward goals that were set in a teacher-reader conference.

The Importance of Fostering Increased Independent Reading through Easy Access to Books

All children, especially at-risk students, benefit from independent reading practice, and books are the tools that provide the opportunity to practice. Recent studies on literacy development show that the best readers tend to read the most, while the poorest readers tend to read the least. Access to an abundance of books within the classroom results in increased motivation and increased reading achievement. (Kelley & Clausen, 2010; Worthy & Roser, 2010; Guthrie, 2008; Routman, 2003).

The impact of a well-stocked classroom library cannot be overstated. Simply put, easy access to quality books affects the amount of books that are read—and students who are provided with engaging books spend more time reading, exhibit more positive attitudes toward reading, and exhibit higher levels of reading achievement. (NAEP, 2002) Children who are provided with engaging books—both in the classroom and at home—spend more time reading, exhibit more positive attitudes toward reading, and exhibit higher levels of reading achievement. (NAEP, 2002)

Reading widely and frequently has positive impact on all children, whether they are avid readers or striving readers. To become proficient readers, they must first be systematically taught reading skills and strategies and then be given the opportunity to practice those skills by reading as much as possible. High reading volume of quality literature has a significant impact upon word recognition, spelling, vocabulary development, reading comprehension, and general knowledge. In order to attract and hold children's interest, the educational environment needs to be stocked with a wide variety of books. An effective classroom library needs:

- A minimum of 750 books in good condition; a wide range of reading levels and a rich variety of genres; 30% recently published titles; 50%-70% should be nonfiction (grades K-3),
- Increasing to 50-70% (grades 4-12); 15% culturally responsive titles;
- 5 new books per student, each year; and multiple copies of popular titles and text sets.

The SCCPSS philosophy of teaching literacy is based on the guiding principles for best literacy practices and embraces a comprehensive balanced literacy framework that establishes a solid foundation for reading, writing, and word knowledge. By incorporation the Georgia Standards of Excellence, the National Reading Panel's five key areas of reading, and current research, the Balanced Literacy Model guides and extends literacy learning.

K-5 Daily Reading/Language Arts Tier I Balanced Literacy Block

*Every SCCPSS school should allow for **at least** 120 minutes of Reading and Writing instruction daily.

*This document should be used daily to plan an integrated reading and writing balanced literacy block based on state standards and district curriculum.

Daily Components of Literacy	Instructional Format	Instructional Minutes	Instructional Practices such as:
Word Study/Phonics <ul style="list-style-type: none"> Builds decoding skills and oral vocabulary Builds oral and academic vocabulary Wilson Phonics by Wiley Blevins Words Their Way 	Whole Group	15 - 30 Minutes	Provide instruction on critical reading components: <ul style="list-style-type: none"> Phonemic Awareness Phonics Reading Practice Spelling and High Frequency Word Instruction Oral Language Morning Message
Read Aloud <ul style="list-style-type: none"> Supports reading and writing instruction and content-area integration Comprehension Club 	Whole Group	15 - 30 Minutes	Select various genres to <ul style="list-style-type: none"> Build Oral Vocabulary Model Fluent Reading Model Think Aloud Build Background Knowledge about the world Facilitate Discussion (Turn and Talk)
Reading Workshop			
Mini-Lesson <ul style="list-style-type: none"> Provides explicit, direct instruction, modeling, and guided practice. 	Whole Group	20 Minutes	<ul style="list-style-type: none"> Comprehension Strategies and Skills Think Aloud Anchor Charts and Graphic Organizers Vocabulary Instruction Reader's Notebooks
Guided Reading <ul style="list-style-type: none"> Meet with small groups to read and provide differentiated instruction using leveled texts. Grouping may change based on student needs. 	Small Group (approximately three rotations, 10 - 20 minutes each)	45 - 60 Minutes	Provide instruction on critical reading components: <ul style="list-style-type: none"> Decoding skills Reading comprehension strategies and skills Vocabulary development Word Study
Work Stations <ul style="list-style-type: none"> While teacher works with a small group, remaining students participate in focused workstation activities. 	Independent Practice		Design literacy workstations based on data <ul style="list-style-type: none"> Reading Workstations <ul style="list-style-type: none"> ✓ Read to self ✓ Partner reading ✓ Listening to reading ✓ Fluency practice Skill-based Workstations
Reading Workshop Closure	Whole Group	5 Minutes	Provide opportunities to check-for-understanding, for example: <ul style="list-style-type: none"> Exit slips Retelling Reader-Response Notebooks
Writing Workshop			
Mini-Lesson Provide explicit, direct instruction, modeling, and guided practice	Whole Group	10 - 15 Minutes	Provide instruction on: <ul style="list-style-type: none"> Analysis of mentor texts Grammar/mechanics Spelling Handwriting Revising/Editing Writing Process
Shared/Interactive Writing Provide instruction on: <ul style="list-style-type: none"> Pre-Writing/Planning Drafting Revising Editing/Conventions Publishing 			
Independent Writing <ul style="list-style-type: none"> While teacher works with a small group/individual students, remaining students participate in focused writing activities. 	Independent Practice	20 - 30 Minutes	Engage students in <ul style="list-style-type: none"> Teacher/Student Conferences Peer Conferences Author's Chair Provide opportunities to practice the writing process <ul style="list-style-type: none"> Research projects Portfolio review
Writing Workshop Closure	Whole Group	5 Minutes	Provide opportunities for students to share writing.

*There are ranges of time for each part of the block to allow for personalization of the block. Guided reading groups should meet between 10 to 20 minutes depending on the age and needs of each group. Campuses are encouraged to use these blocks to guide them in creating their literacy blocks.

*Intensive intervention must be provided to Tier II and Tier III students based on their specific areas of need, including language and concept development and critical comprehension skills.

Advanced Content Daily Reading/Language Arts

Balanced Literacy Block

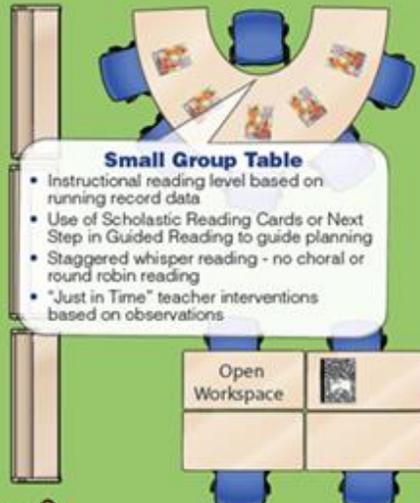
*Every SCCPSS school should allow for **at least** 120 minutes of Reading and Writing instruction daily.

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Daily Components of Literacy	Instructional Format	Instructional Minutes	Instructional Practices such as:
Word Study <ul style="list-style-type: none"> Builds oral and academic vocabulary Wilson Phonics by Wiley Blevins 	Whole Group	15 - 30 Minutes	Preselect vocabulary from the Read Aloud text for Word Study. During the Read Aloud, engage students in effective research-based vocabulary instruction using: <ul style="list-style-type: none"> Word Part Recognition and Word Learning Strategies Word Definition and Context Study Word Reflection in Reader's Notebook
Read Aloud <ul style="list-style-type: none"> Supports reading and writing instruction and content-area integration Comprehension Club 	Whole Group	15 - 30 Minutes	Select various genres to <ul style="list-style-type: none"> Build Oral Vocabulary and Background Knowledge Model Fluent Reading Model Think Aloud Facilitate Discussion (Turn and Talk)
Reading Workshop			
Mini-Lesson <ul style="list-style-type: none"> Provides explicit, direct instruction, modeling, and guided practice. 	Whole Group	20 Minutes	Provide effective research-based reading instruction using: <ul style="list-style-type: none"> Academic Vocabulary and Content Vocabulary Instruction Comprehension Strategies and Skills focused on TEKS Anchor Charts, Graphic Organizers and Reader's Notebook Think Aloud
Literature Circles/Book Clubs <ul style="list-style-type: none"> Guide students to deeper understanding of what they read through structured discussion and extended written and artistic response 	Small Group (approximately three rotations, 10 -20 minutes each)	45 - 60 Minutes	Facilitate: <ul style="list-style-type: none"> Collaborative and student-centered reading Apply reading comprehension strategies and skills Discuss events and characters in the book, the author's craft, or personal experiences related to the text Engage in critical thinking and reflection as they read, discuss, and respond to books Construct meaning with other readers
Work Stations <ul style="list-style-type: none"> While teacher works with a small group, remaining students participate in focused workstation activities. 	Independent Practice		Design literacy workstations based on weekly focus TEKS and data: <ul style="list-style-type: none"> Reading Workstations <ul style="list-style-type: none"> ✓ Read to self ✓ Word Study ✓ Writing (Research) Skill-based Workstations
Reading Workshop Closure	Whole Group	5 Minutes	Provide opportunities to check-for-understanding, for example: <ul style="list-style-type: none"> Exit slips Retelling Reader-Response Notebooks
Writing Workshop			
Mini-Lesson <ul style="list-style-type: none"> Provide explicit, direct instruction, modeling, and guided practice Interactive/Shared Writing Provide instruction on: <ul style="list-style-type: none"> Pre-Writing/Planning Drafting Revising Editing/Conventions Publishing 	Whole Group	10 - 15 Minutes	Provide effective research-based writing instruction using: <ul style="list-style-type: none"> Analysis of mentor texts Grammar/mechanics Spelling Handwriting Revising/Editing Writer's Notebook
Independent Writing <ul style="list-style-type: none"> While teacher works with a small group, remaining students participate in focused writing activities. 	Independent Practice	20 – 30 Minutes	Engage students in <ul style="list-style-type: none"> Teacher/Student Conferences Peer Conferences Author's Chair Provide opportunities to practice the writing process <ul style="list-style-type: none"> Research projects Portfolio review
Writing Workshop Closure	Whole Group	5 Minutes	Provide opportunities for students to share writing.

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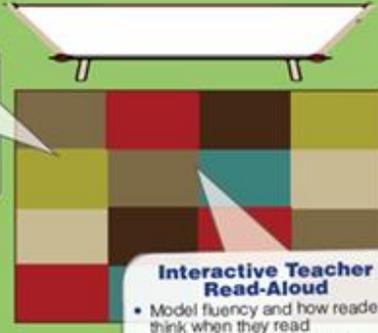


Small Group Table

- Instructional reading level based on running record data
- Use of Scholastic Reading Cards or Next Step in Guided Reading to guide planning
- Staggered whisper reading - no choral or round robin reading
- "Just in Time" teacher interventions based on observations

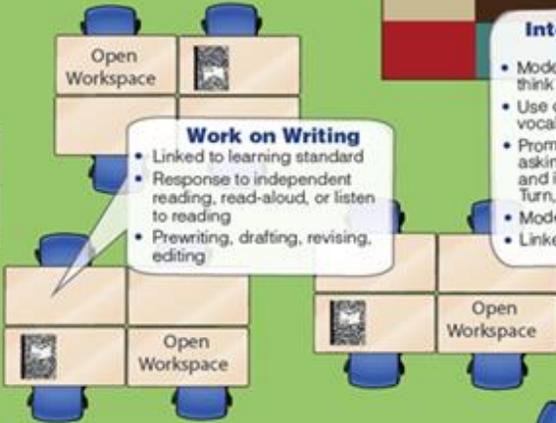
Mini-Lesson

- Demonstration and direct instruction of learning standard
- Read-aloud and independent reading and writing are linked to the mini-lesson standard
- Check for understanding



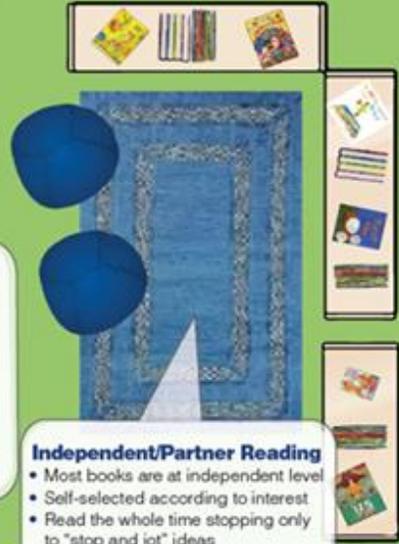
Interactive Teacher Read-Aloud

- Model fluency and how readers think when they read
- Use context to teach rich vocabulary
- Promote critical thinking by asking higher order questions and inviting students to Think, Turn, and Talk
- Model close reading strategies
- Linked to learning standard



Work on Writing

- Linked to learning standard
- Response to independent reading, read-aloud, or listen to reading
- Prewriting, drafting, revising, editing



Independent/Partner Reading

- Most books are at independent level
- Self-selected according to interest
- Read the whole time stopping only to "stop and jot" ideas
- Respond to reading during Work on Writing
- Individual book boxes or bags



Word Work

- Linked to learning standard
- Phonological awareness, phonics, spelling, word work, and word study/vocabulary
- Differentiated based on assessment
- Use of magnetic letters, white boards, manipulatives, games...rather than worksheets.



Literature Circles/Book Clubs

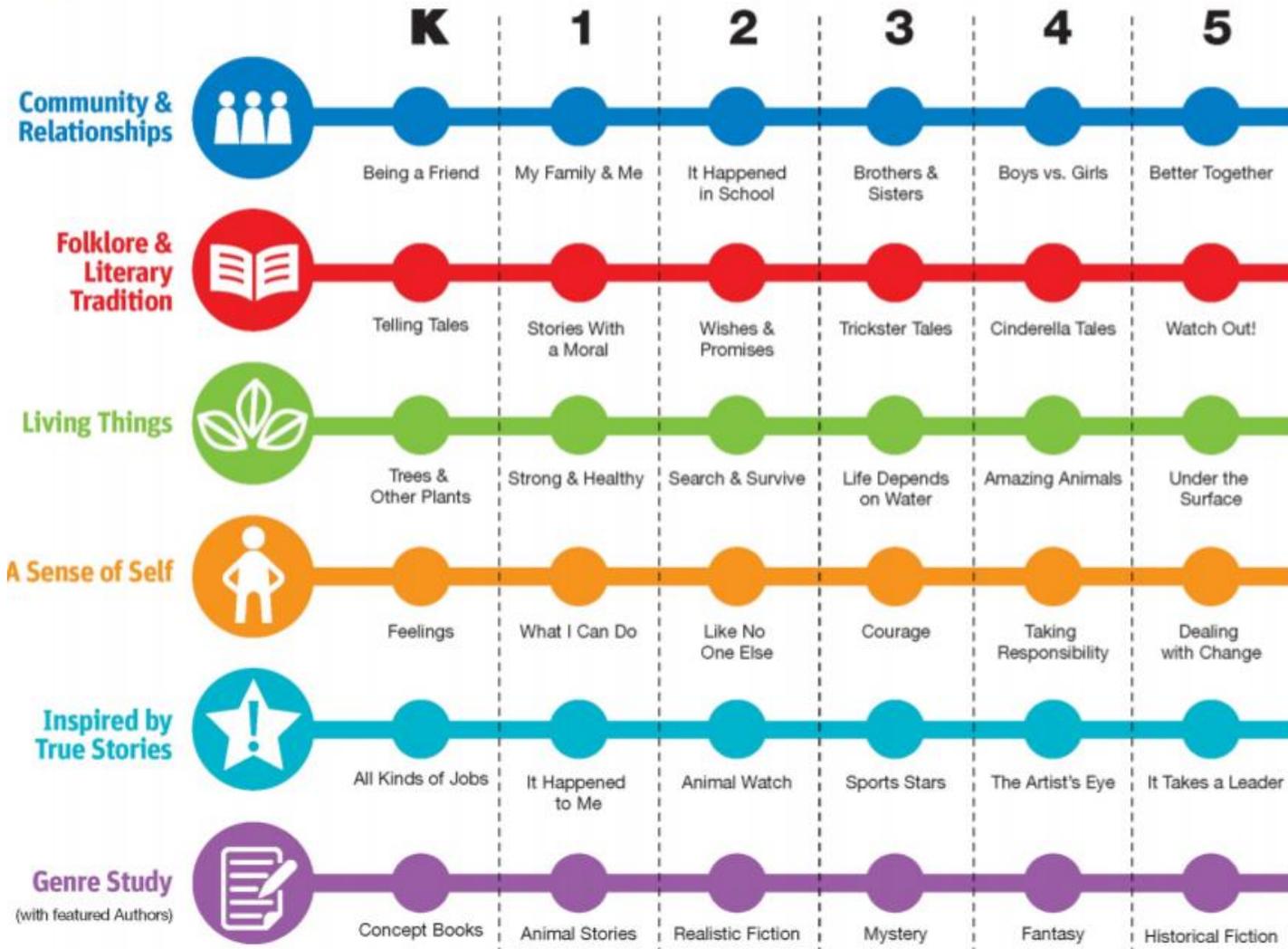
- Recommended for level Q and above
- Book chosen by the group
- Students read in many places and times of the day to prepare for discussion.
- Teacher guides discussions by listening in or providing written topics for discussion
- Teacher rotates from group to group



Listen to Reading

- Interact with text on a variety of devices
- Listen to reading above instructional level to improve vocabulary and deepen comprehension

DOOR





Kindergarten

BOOK CLUB

TITLE	AUTHOR	LEXILE	THEME	TOPIC
My Friends	Gomi, Taro	470L	Community	Being a Friend
Lost and Found	Jeffers, Oliver	N/A	Community	Being a Friend
Margaret and Margarita/Margarita y Margaret (BIL)	Reiser, Lynn	AD180L	Community	Being a Friend
Just a Little Bit	Tompert, Ann	480L	Community	Being a Friend
Mitten, The	Brett, Jan	800L	Folklore & Literary Traditions	Telling Tales
Goldilocks and the Three Bears	Buehner, Caralyn	AD610L	Folklore & Literary Traditions	Telling Tales
Let's Play in the Forest While the Wolf is Not Around!	Rueda, Claudia	N/A	Folklore & Literary Traditions	Telling Tales
Three Billy-Goats Gruff, The	Appleby, Ellen	340L	Folklore & Literary Traditions	Telling Tales
From Seed to Dandelion (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	600L	Living Things	Trees and Other Plants
Flower Garden	Bunting, Eve	NP	Living Things	Trees and Other Plants
From Bulb to Daffodil (Scholastic News Nonfiction Readers: How Things Grow)	Weiss, Ellen	520L	Living Things	Trees and Other Plants
Wonderful Worms	Glaser, Linda	390L	Living Things	Trees and Other Plants
Maybe a Bear Ate It!	Harris, Robie H	AD40L	A Sense of Self	Feelings
Sometimes I'm Bombaloo	Vail, Rachel	AD450L	A Sense of Self	Feelings
Katie Loves the Kittens	Himmelman, John	AD330L	A Sense of Self	Feelings
If You're Happy and You Know It (Jungle Edition)	Warhola, James	N/A	A Sense of Self	Feelings
Road Builders	Hennessy, B.G.	600L	Inspired by True Stories	All Kinds of Jobs
Miss Bindergarten Gets Ready for Kindergarten	Slate, Joseph	590L	Inspired by True Stories	All Kinds of Jobs
Wheels on the Truck!, The	Metzger, Steve	NP	Inspired by True Stories	All Kinds of Jobs
Kindergarten ABC	Rogers, Jacqueline	AD600L	Inspired by True Stories	All Kinds of Jobs
Today is Monday	Carle, Eric	NP	Genre Study	Concept Books
Deep Blue Sea, The	Wood, Audrey	NP	Genre Study	Concept Books
K is for Kissing a Cool Kangaroo	Andreae, Giles	NP	Genre Study	Concept Books
Ten Black Dots	Crews, Donald	AD270L	Genre Study	Concept Books

READ ALOUD

TITLE	AUTHOR	LEXILE	THEME	TOPIC
Yo! Yes?	Raschka, Chris	BR	Community	Being a Friend
My Friend is Sad (Elephant and Piggie)	Willem, Mo	BR	Community	Being a Friend
Not Norman: A Goldfish Story	Bennett, Kelly	460L	Community	Being a Friend
Chester's Way	Henkes, Kevin	570L	Community	Being a Friend
Knuffle Bunny Too	Willem, Mo	AD590L	Community	Being a Friend
Chicken Little	Emberley, Rebecca	AD500L	Folklore & Literary Traditions	Telling Tales
Three Bears, The	Galdone, Paul	610L	Folklore & Literary Traditions	Telling Tales
This is the House That Jack Built	Taback, Simms	NP	Folklore & Literary Traditions	Telling Tales
Little Red Hen, The	McQueen, Lucinda	470L	Folklore & Literary Traditions	Telling Tales
Little Red Hen (Makes a Pizza), The	Sturges, Philomen	AD320L	Folklore & Literary Traditions	Telling Tales
Are Trees Alive?	Miller, Debbie S	640L	Living Things	Trees and Other Plants
Surprise Garden, The	Halpern, Shari	470L	Living Things	Trees and Other Plants
Up, Down, and Around	Ayres, Katherine	AD180L	Living Things	Trees and Other Plants
Flip, Float, Fly: Seeds on the Move	Macken, Joann Early	650L	Living Things	Trees and Other Plants
Dandelion's Life, A (Nature Up Close)	Himmelman, John	N/A	Living Things	Trees and Other Plants
How Are You Peeling?	Freyman, Saxton and Joost Elffers	BR	A Sense of Self	Feelings
Grumpy Bird	Tankard, Jeremy	280L	A Sense of Self	Feelings
Ruthie and the (Not So) Teeny Tiny Lie	Rankin, Laura	AD490L	A Sense of Self	Feelings
Boo Hoo Bird	Tankard, Jeremy	AD250L	A Sense of Self	Feelings
Feeling Thankful	Rotner, Shelley and Sheila Kelly	AD20L	A Sense of Self	Feelings
Lola at the Library	McQuinn, Anna	AD580L	Inspired by True Stories	All Kinds of Jobs
My Mom is a Firefighter	Grambling, Lois G.	500L	Inspired by True Stories	All Kinds of Jobs
ABC of Jobs	Priddy, Roger	IG800L	Inspired by True Stories	All Kinds of Jobs
All About the Things People Do	Rice, Melanie and Chris	630L	Inspired by True Stories	All Kinds of Jobs
Bones, Bones, Dinosaur Bones	Barton, Byron	290L	Inspired by True Stories	All Kinds of Jobs
More Than One	Crews, Donald	AD340L	Genre Study	Concept Books
Very Hungry Caterpillar, The	Carle, Eric	AD460L	Genre Study	Concept Books
Ten Little Fish	Wood, Audrey	NP	Genre Study	Concept Books
Alphabet Adventure	Wood, Audrey	AD410L	Genre Study	Concept Books
Freight Train	Crews, Donald	NP	Genre Study	Concept Books

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Chair for My Mother, A	Williams, Vera B.	640L	Community	My Family and Me
What Aunts Do Best/What Uncles Do Best	Numeroff, Laura Joffe	340L	Community	My Family and Me
Noisy Nora	Wells, Rosemary	320L	Community	My Family and Me
Peter's Chair	Keats, Ezra Jack	390L	Community	My Family and Me
Anansi the Spider	McDermott, Gerald	AD290L	Folklore & Literary Traditions	Stories With a Moral
City Mouse-Country Mouse and Two More Tales From Aesop	Wallner, John	AD500L	Folklore & Literary Traditions	Stories With a Moral
Bat's Big Game	Macdonald, Margaret Read	AD400L	Folklore & Literary Traditions	Stories With a Moral
Red Riding Hood	Marshall, James	520L	Folklore & Literary Traditions	Stories With a Moral
Healthy Me (Now I Know)	Berger, Melvin and Gilda	N/A	Living Things	Strong and Healthy
Hippo and Rabbit in Three Short Tales	Mack, Jeff	BR	Living Things	Strong and Healthy
Let's Talk Tae Kwon Do (Scholastic News Nonfiction Readers: Sports)	Falk, Laine	510L	Living Things	Strong and Healthy
How Do Dinosaurs Get Well Soon?	Yolen, Jane	AD230L	Living Things	Strong and Healthy
Houndsley and Catina and the Quiet Time	Howe, James	590L	A Sense of Self	What I Can Do
I Can't Take Bath! (Just for You!)	Smalls, Irene	240L	A Sense of Self	What I Can Do
Inch By Inch	Lionni, Leo	210L	A Sense of Self	What I Can Do
Hi! Fly Guy	Arnold, Tedd	280L	A Sense of Self	What I Can Do
Freckleface Strawberry and the Dodgeball Bully	Moore, Julianne	AD230L	Inspired by True Stories	It Happened to Me
David Goes to School	Shannon, David	BR	Inspired by True Stories	It Happened to Me
Knuffle Bunny	Willems, Mo	120L	Inspired by True Stories	It Happened to Me
I Lost My Tooth in Africa	Diakite, Penda	620L	Inspired by True Stories	It Happened to Me
Bear Wants More	Wilson, Karma	AD500L	Genre Study	Animal Studies
Days With Frog and Toad	Lobel, Arnold	320L	Genre Study	Animal Studies
Great Gracie Chase: Stop That Dog!, The	Rylant, Cynthia	AD410L	Genre Study	Animal Studies
Sheila Rae, the Brave	Henkes, Kevin	440L	Genre Study	Animal Studies

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
You and Me Together	Kerley, Barbara	N/A	Community	My Family and Me
Bunny Cakes	Wells, Rosemary	550L	Community	My Family and Me
Daddy Calls Me Man	Johnson, Angela	NP	Community	My Family and Me
Let's Eat!	Zamorano, Ana	550L	Community	My Family and Me
Relatives Came, The	Rylant, Cynthia	AD940L	Community	My Family and Me
Caps for Sale (Revised Edition)	Slobodkina, Esphyr	AD480L	Folklore & Literary Traditions	Stories With a Moral
Little Boy Who Cried Wolf, The / El pastorcito mentiroso (BIL)	Bailer, Darice	N/A	Folklore & Literary Traditions	Stories With a Moral
Rabbit and the Turtle, The	Carle, Eric	AD650L	Folklore & Literary Traditions	Stories With a Moral
Hatseller and the Monkeys, The	Diakite, Baba Wague	AD650L	Folklore & Literary Traditions	Stories With a Moral
Stone Soup	Muth, Jon J.	480L	Folklore & Literary Traditions	Stories With a Moral
Busy Body Book, The	Rockwell, Lizzy	680L	Living Things	Strong and Healthy
Animal Action, ABC	Pandell, Karen	NP	Living Things	Strong and Healthy
Growing Vegetable Soup	Ehlert, Lois	140L	Living Things	Strong and Healthy
Gregory the Terrible Eater	Sharmat, Mitchell	490L	Living Things	Strong and Healthy
Eating the Alphabet	Ehlert, Lois	NP	Living Things	Strong and Healthy
How You Got So Smart	Milgrim, David	260L	A Sense of Self	What I Can Do
Birthday Basket for Tia	Mora, Pat	440L	A Sense of Self	What I Can Do
Color of His Own, A	Lionni, Leo	AD640L	A Sense of Self	What I Can Do
What Should I Make?	Nayar, Nandini	N/A	A Sense of Self	What I Can Do
Lilly's Purple Plastic Purse	Henkes, Kevin	540L	A Sense of Self	What I Can Do
Art Lesson, The	de Paola, Tomie	AD650L	Inspired by True Stories	It Happened to Me
David Gets in Trouble	Shannon, David	BR	Inspired by True Stories	It Happened to Me
Freckleface Strawberry	Moore, Julianne	AD230L	Inspired by True Stories	It Happened to Me
Ugly Vegetables	Lin, Grace	390L	Inspired by True Stories	It Happened to Me
Bigmama's	Crews, Donald	550L	Inspired by True Stories	It Happened to Me
Bear Snores On	Wilson, Karma	AD280L	Genre Study	Animal Studies
Bear's New Friend	Wilson, Karma	AD370L	Genre Study	Animal Studies
Julius, the Baby of the World	Henkes, Kevin	460L	Genre Study	Animal Studies
Always in Trouble	Demas, Corinne	AD540L	Genre Study	Animal Studies
Frog and Toad are Friends	Lobel, Arnold	400L	Genre Study	Animal Studies

BOOK CLUB

TITLE	AUTHOR	LEXILE	THEME	TOPIC
Ruby the Copycat	Rathmann, Peggy	500L	Community	It Happened in School
Best Seat in Second Grade, The	Kenah, Katharine	520L	Community	It Happened in School
Make Way for Dymonde Daniel	Grimes, Nikki	620L	Community	It Happened in School
Gym Teacher from the Black Lagoon, The	Thaler, Mike	400L	Community	It Happened in School
Magic Fish	Littledale, Freya	320L	Folklore & Literary Traditions	Wishes and Promises
Strega Nona	de Paola, Tomie	800L	Folklore & Literary Traditions	Wishes and Promises
Runaway Wok, The	Compestine, Ying Chang	750L	Folklore & Literary Traditions	Wishes and Promises
Frog Prince, The	Tarcov, Edith H.	380L	Folklore & Literary Traditions	Wishes and Promises
Plants that Eat animals (Rookie Read-About Science)	Fowler, Allan	BR	Living Things	Search and Survive
Salamander's Life, A (Nature Up Close)	Himmelman, John	NA	Living Things	Search and Survive
Emperor's Egg, The	Jenkins, Martin	AD570L	Living Things	Search and Survive
Dangerous Animals (Scholastic True or False #5)	Berger, Melvin and Gilda	N/A	Living Things	Search and Survive
Stink: The Incredible Shrinking Kid	McDonald, Megan	480L	A Sense of Self	Like No One Else
Marty McGuire	Messner, Kate	660L	A Sense of Self	Like No One Else
Giraffe's Can't Dance	Andreae, Giles	AD450L	A Sense of Self	Like No One Else
Goldie (The Puppy Place)	Miles, Ellen	590L	A Sense of Self	Like No One Else
Pierre the Penguin	Marzollo, Jean	AD580L	Inspired by True Stories	Animal Watch
Buddy: The First Seeing Eye Dog	Moore, Eva	600L	Inspired by True Stories	Animal Watch
Panda Kindergarten	Ryder, Joanne	AD1000L	Inspired by True Stories	Animal Watch
Ibis: A True Whale Story	Himmelman, John	530L	Inspired by True Stories	Animal Watch
Stink and the Great Guinea Pig Express	McDonald, Megan	640L	Genre Study	Realistic Fiction
Rich: A Dymonde Daniel Book	Grimes, Nikki	520L	Genre Study	Realistic Fiction
Homework Hassles (Ready, Freddy! #3)	Klein, Abby	540L	Genre Study	Realistic Fiction
Too Many Tamales!	Soto, Gary	670L	Genre Study	Realistic Fiction

READ ALOUD

TITLE	AUTHOR	LEXILE	THEME	TOPIC
Louder, Lili	Choldenko, Gennifer	AD520L	Community	It Happened in School
Secret Shortcut, The	Teague, Mark	570L	Community	It Happened in School
Those Shoes	Boelts, Maribeth	AD680L	Community	It Happened in School
Crazy Hair Day	Saltzberg, Barney	AD560L	Community	It Happened in School
Class from the Black Lagoon, The	Thaler, Mike	480L	Community	It Happened in School
Mouse & Lion	Burkert, Rand	AD570L	Folklore & Literary Traditions	Wishes and Promises
Talking Eggs, The	San Souci, Robert D.	AD940L	Folklore & Literary Traditions	Wishes and Promises
Two of Everything	Hong, Lily	AD540L	Folklore & Literary Traditions	Wishes and Promises
Twelve Dancing Princesses	Isadora, Rachel	N/A	Folklore & Literary Traditions	Wishes and Promises
Mud Pony, The	Cohen, Caron Lee	AD610L	Folklore & Literary Traditions	Wishes and Promises
Chameleon!	Cowley, Joy	180L	Living Things	Search and Survive
Animal Snackers	Lewin, Betsy	NP	Living Things	Search and Survive
House Spider's Life, A (Nature Up Close)	Himmelman, John	BR	Living Things	Search and Survive
Bugs for Lunch	Facklam, Margery	NP	Living Things	Search and Survive
Who Eats What?	Lauber, Patricia	620L	Living Things	Search and Survive
Two Eyes, a Nose, and a Mouth	Intrater, Roberta Grobel	20L	A Sense of Self	Like No One Else
Alexander and the Wind-Up Mouse	Lionni, Leo	490L	A Sense of Self	Like No One Else
Stand Tall, Molly Lou Melon	Lovell, Patty	AD560L	A Sense of Self	Like No One Else
Diego (BIL)	Winter, Jonah	420L	A Sense of Self	Like No One Else
Looking Like Me	Myers, Walter Dean	NP	A Sense of Self	Like No One Else
My Baby Blue Jays	Berendt, John	AD710L	Inspired by True Stories	Like No One Else
Little Pink Pup	Kerby, Johanna	AD620L	Inspired by True Stories	Like No One Else
Buzz on Bees, The	Rotner, Shelley and Anne Woodhull	AD950L	Inspired by True Stories	Like No One Else
Two Bobbies	Larson, Kriby and Mary Nethery	AD810L	Inspired by True Stories	Like No One Else
Boy, Were We Wrong About Dinosaurs!	Kudlinski, Kathleen V.	AD900L	Inspired by True Stories	Like No One Else
City Green	Disalvo-Ryan, Dyanne	AD480L	Genre Study	Realistic Fiction
If the Shoe Fits	Soto, Gary	AD730L	Genre Study	Realistic Fiction
Meet Danitra Brown	Grimes, Nikki	NP	Genre Study	Realistic Fiction
Runaway Mittens, The	Rogers, Jean	AD650L	Genre Study	Realistic Fiction
When Gorilla Goes Walking	Grimes, Nikki	N/A	Genre Study	Realistic Fiction

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Rotten Richie and the Ultimate Dare	Polacco, Patricia	N/A	Community	Brothers & Sisters
Cockroach Cooties	Yep, Laurence	440L	Community	Brothers & Sisters
Tales of a Fourth Grade Nothing	Blume, Judy	470L	Community	Brothers & Sisters
Trivia Queen, 3rd Grade Supreme (Ruby and the Booker Boys #2)	Barnes, Derrick D.	630L	Community	Brothers & Sisters
Seven Chinese Brothers, The	Mahy, Margaret	AD820L	Folklore & Literary Traditions	Trickster Tales
Gingerbread Cowboy, The	Squires, Janet	AD800L	Folklore & Literary Traditions	Trickster Tales
Zomo the Rabbit	McDermott, Gerald	370L	Folklore & Literary Traditions	Trickster Tales
Adventures of Spider, The	Arkhurst, Joyce Cooper	710L	Folklore & Literary Traditions	Trickster Tales
Into the A, B, Sea	Rose, Deborah Lee	AD30L	Living Things	Life Depends on Water
Winter's Tail	Hatkoff, Juliana, Isabella and Craig	930L	Living Things	Life Depends on Water
Ocean Sunlight	Bang, Moly	770L	Living Things	Life Depends on Water
Magic School Bus On the Ocean Floor, The	Cole, Joanna	AD490L	Living Things	Life Depends on Water
Keep the Lights Burning, Abbie	Roop, Peter and Connie	260L	A Sense of Self	Courage
Bobby the Brave (Sometimes)	Yee, Lisa	690L	A Sense of Self	Courage
Sophie the Hero	Bergen, Lara	430L	A Sense of Self	Courage
Third Grade Angels	Spinelli, Jerry	390L	A Sense of Self	Courage
Wilma Unlimited	Krull, Kathleen	AD730L	Inspired by True Stories	Sports Stars
Family Huddle	Manning, Peyton and Eli	AD560L	Inspired by True Stories	Sports Stars
Play Ball!	Posada, Jorge	AD510L	Inspired by True Stories	Sports Stars
Mermaid Queen: The Spectacular True Story of Annette Kellerman, Who Swam Her Way to Fame, Fortune and Swimsuit History!	Corey, Shana	AD650L	Inspired by True Stories	Sports Stars
Deadly Dungeon, The (A to Z Mysteries #4)	Roy, Ron	490L	Genre Study	Mystery
Mona Mousa Code, The (Geronimo Stilton #15)	Stilton, Geronimo	550L	Genre Study	Mystery
Talking T. Rex, The (A to Z Mysteries #20)	Roy, Ron	490L	Genre Study	Mystery
Case of the Runaway Dog, The (Jigsaw Jones Mystery #7)	Preller, James	410L	Genre Study	Mystery

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
I Will Never Not Ever Eat a Tomato	Child, Lauren	AD370L	Community	Brothers & Sisters
My Rotten Red Headed Older Brother	Polacco, Patricia	AD480L	Community	Brothers & Sisters
Oh, Brother!	Grimes, Nikki	N/A	Community	Brothers & Sisters
My Brother Charlie	Peete, Holly Robinson and Ryan	AD540L	Community	Brothers & Sisters
Big Red Lollipop	Khan, Rukhsana	AD410L	Community	Brothers & Sisters
Pretty Salma	Daly, Niki	AD640L	Folklore & Literary Traditions	Trickster Tales
Hunterman and the Crocodile, The	Diakite, Baba Wague	AD800L	Folklore & Literary Traditions	Trickster Tales
Gingerbread Girl, The	Ernst, Lisa Campbell	AD950L	Folklore & Literary Traditions	Trickster Tales
Tale of Tricky Fox, The	Aylesworth, Jim	AD610L	Folklore & Literary Traditions	Trickster Tales
Borreguita and the Coyote	Aardema, Verna	560L	Folklore & Literary Traditions	Trickster Tales
Common Ground: The Water, Air, and Earth We Share	Bang, Molly	740L	Living Things	Life Depends on Water
Life in a Coral Reef	Pfeffer, Wendy	N/A	Living Things	Life Depends on Water
Manfish: A Story of Jacques Cousteau	Berne, Jennifer	AD800L	Living Things	Life Depends on Water
Dolphins on the Sand	Arnosky, Jim	N/A	Living Things	Life Depends on Water
Water Hole Waiting	Kurtz, Jane and Chris	AD280L	Living Things	Life Depends on Water
Owl Moon	Yolen, Jane	630L	A Sense of Self	Courage
Thunder Cake	Polacco, Patricia	630L	A Sense of Self	Courage
Princess Knight, The	Funke, Cornelia	890L	A Sense of Self	Courage
Brave as a Mountain Lion	Scott, Ann Herbert	500L	A Sense of Self	Courage
Dot, The	Reynolds, Peter H.	AD500L	A Sense of Self	Courage
Long Shot	Paul, Chris	AD510L	Inspired by True Stories	Sports Stars
Clemente!	Perdomo, Willie	NP	Inspired by True Stories	Sports Stars
Girl Wonder: A Baseball Story in Nine Innings	Hopkinson, Deborah	380L	Inspired by True Stories	Sports Stars
Pelé, King of Soccer / Pelé, el rey del fútbol	Brown, Monica	AD820L	Inspired by True Stories	Sports Stars
Playing to Win: The Story of Althea Gibson	Deans, Karen	890L	Inspired by True Stories	Sports Stars
Detective LaRue: Letters from the Investigation	Teague, Mark	950L	Genre Study	Mystery
Web Files, The	Palatini, Margie	AD220L	Genre Study	Mystery
What Really Happened to Humpty?	Ransom, Jeanie Franz	550L	Genre Study	Mystery
Miss Nelson Is Missing!	Allard, Harry	340L	Genre Study	Mystery
Ace Lacewing, Bug Detective	Biedrzycki, David	AD560L	Genre Study	Mystery

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Oggie Cooder	Weeks, Sarah	880L	Community	Boys vs. Girls
Broken Bike Boy and the Queen of 33rd Street, The	Flake, Sharon	590L	Community	Boys vs. Girls
Off and Running	Soto, Gary	710L	Community	Boys vs. Girls
Fudge-a-Mania	Blume, Judy	490L	Community	Boys vs. Girls
Cinderella	Karlin, Barbara	AD480L	Folklore & Literary Traditions	Cinderella Tales
Bubba, the Cowboy Prince	Ketteman, Helen	AD620L	Folklore & Literary Traditions	Cinderella Tales
Cinderella Penguin	Perlman, Janet	680L	Folklore & Literary Traditions	Cinderella Tales
Cinderellis and the Glass Hill (The Princess Tales)	Levine, Gail Carson	600L	Folklore & Literary Traditions	Cinderella Tales
Frogs	Bishop, Nic	890L	Living Things	Amazing Animals
Koko's Kitten	Patterson, Francine	610L	Living Things	Amazing Animals
Crocodile Safari	Arnosky, Jim	AD970L	Living Things	Amazing Animals
Owen and Mzee	Hatkoff, Isabella and Craig and Dr. Paula Kahumbu	AD920L	Living Things	Amazing Animals
Salsa Stories	Delacre, Lulu	760L	A Sense of Self	Taking Responsibility
Real Slam Dunk, The	Richardson, Charisse K.	590L	A Sense of Self	Taking Responsibility
Dexter the Tough	Haddix, Margaret Peterson	690L	A Sense of Self	Taking Responsibility
Drita, My Home Girl	Lombard, Jenny	690L	A Sense of Self	Taking Responsibility
Frida Kahlo (Getting to Know the World's Greatest Artists)	Venezia, Mike	840L	Inspired by True Stories	The Artist's Eye
Ish	Reynolds, Peter H.	440L	Inspired by True Stories	The Artist's Eye
Mozart (Getting to Know the World's Greatest Composers)	Venezia, Mike	NC980L	Inspired by True Stories	The Artist's Eye
Tar Beach	Ringgold, Faith	AD790L	Inspired by True Stories	The Artist's Eye
Knights of the Kitchen Table, The (Time Warp Trio)	Scieszka, Jon	630L	Genre Study	Fantasy
Felix Takes the Stage (The Deadlies)	Lasky, Kathryn	660L	Genre Study	Fantasy
Capture, The (Guardians of Ga'Hoole #1) (Movie Cover Edition)	Lasky, Kathryn	730L	Genre Study	Fantasy
Hewitt Anderson's Great Big Life	Nolen, Jerdine	N/A	Genre Study	Fantasy

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Don't Call Me Pruneface!	Ahearn, Janet Reed	AD400L	Community	Boys vs. Girls
Angel Child, Dragon Child	Surat, Michele Maria	420L	Community	Boys vs. Girls
Grace for President	Dipucchio, Kelly	570L	Community	Boys vs. Girls
Picnic at Mudsock Meadow	Polacco, Patricia	740L	Community	Boys vs. Girls
Once Upon a Cool Motorcycle Dude	O'Malley, Kevin	550L	Community	Boys vs. Girls
Cinderella	McClintock, Barbara	AD860L	Folklore & Literary Traditions	Cinderella Tales
Rough-Face Girl, The	Martin, Rafe	AD540L	Folklore & Literary Traditions	Cinderella Tales
Irish Cinderlad, The	Climo, Shirley	AD730L	Folklore & Literary Traditions	Cinderella Tales
Mufaro's Beautiful Daughters	Step toe, John	AD720L	Folklore & Literary Traditions	Cinderella Tales
Bigfoot Cinderrrrrella	Johnston, Tony	570L	Folklore & Literary Traditions	Cinderella Tales
Journey, The	Rylant, Cynthia	AD900L	Living Things	Amazing Animals
Looking for Miza	Hatkoff, Juliana, Isabella and Craig and Dr. Paula Kahumbu	920L	Living Things	Amazing Animals
Face to Face with Sharks	Doubilet, David and Jennifer Hayes	640L	Living Things	Amazing Animals
Almost Gone (Let's-Read-and-Find-Out Science)	Jenkins, Steve	AD1020L	Living Things	Amazing Animals
Eyes of Gray Wolf, The	London, Jonathan	AD760L	Living Things	Amazing Animals
Three Questions, The	Muth, Jon J.	AD410L	A Sense of Self	Taking Responsibility
Secret Olivia Told Me, The	Joy, N.	350L	A Sense of Self	Taking Responsibility
Alexander, Who Used to Be Rich Last Sunday	Viorst, Judith	AD570L	A Sense of Self	Taking Responsibility
Wangari's Trees of Peace	Winter, Jeanette	AD730L	A Sense of Self	Taking Responsibility
Great Kapok Tree, The	Cherry, Lynne	670L	A Sense of Self	Taking Responsibility
Eye for Color, An	Wing, Natasha	680L	Inspired by True Stories	The Artist's Eye
Duke Ellington	Pinkney, Andrea	AD800L	Inspired by True Stories	The Artist's Eye
Frida	Winter, Jonah	AD280L	Inspired by True Stories	The Artist's Eye
Faith Ringgold (Getting to Know the World's Greatest Artists)	Venezia, Mike	920L	Inspired by True Stories	The Artist's Eye
Spiders	Bishop, Nic	820L	Inspired by True Stories	The Artist's Eye
Night I Followed the Dog, The	Laden, Nina	530L	Genre Study	Fantasy
Porkenstein	Lasky, Kathryn	AD280L	Genre Study	Fantasy
Raising Dragons	Nolen, Jerdine	AD670L	Genre Study	Fantasy
LaRue Across America	Teague, Mark	AD900L	Genre Study	Fantasy
Diary of a Spider	Cronin, Doreen	AD510L	Genre Study	Fantasy

BOOK CLUB				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Twenty and Ten	Bishop, Claire Huchet	630L	Community	Better Together
Because of Winn Dixie	DiCamillo, Kate	610L	Community	Better Together
One Hen	Milway, Katie Smith	810L	Community	Better Together
Tiger Rising	Dicamillo, Kate	520L	Community	Better Together
Rumpelstiltskin Problem, The	Vande Velde, Vivian	890L	Folklore & Literary Traditions	Watch Out!
Skeleton Man	Bruchac, Joseph	730L	Folklore & Literary Traditions	Watch Out!
Monster's Ring, The	Coville, Bruce	550L	Folklore & Literary Traditions	Watch Out!
Werewolf versus Dragon (An Awfully Beastly Business)	Sinden, David and Matthew Morgan	N/A	Folklore & Literary Traditions	Watch Out!
Burp! The Most Interesting Book You'll Ever Read About Eating	Swanson, Diane	1050L	Living Things	Under the Surface
Skulls and Skeletons (24/7 Science Behind the Scenes: Forensic Files)	Denega, Danielle	710L	Living Things	Under the Surface
Achoo!	Romanek, Trudee	990L	Living Things	Under the Surface
Mummies Unwrapped! (24/7: Science Behind the Scenes: Mystery Files)	Grace, N.B.	820L	Living Things	Under the Surface
Music of Dolphins, The	Hesse, Karen	560L	A Sense of Self	Dealing with Change
In the Year of the Boar and Jackie Robinson	Lord, Bette Bao	730L	A Sense of Self	Dealing with Change
Danger Box, The	Balliett, Blue	750L	A Sense of Self	Dealing with Change
Anything But Typical	Baskin, Nora Raleigh	HL640L	A Sense of Self	Dealing with Change
Rosa	Giovanni, Nikki	900L	Inspired by True Stories	It Takes a Leader
Can't You Make Them Behave, King George?	Fritz, Jean	800L	Inspired by True Stories	It Takes a Leader
Testing the Ice: A True Story About Jackie Robinson	Robinson, Sharon	800L	Inspired by True Stories	It Takes a Leader
Rebel in a Dress: Adventurers	Branzei, Sylvia	790L	Inspired by True Stories	It Takes a Leader
Esperanza Rising	Ryan, Pam Muñoz	750L	Genre Study	Historical Fiction
Watsons Go to Birmingham--1963, The	Curtis, Christopher Paul	1000L	Genre Study	Historical Fiction
Elijah of Buxton	Curtis, Christopher Paul	1070L	Genre Study	Historical Fiction
Riding Freedom	Ryan, Pam Muñoz	720L	Genre Study	Historical Fiction

READ ALOUD				
TITLE	AUTHOR	LEXILE	THEME	TOPIC
Yellow Star, The	Deedy, Carmen Agra	AD550L	Community	Better Together
Leo the Snow Leopard	Hatkoff, Craig and Isabella	1050L	Community	Better Together
March On! The Day My Brother Martin Changed the World	Farris, Christine King	860L	Community	Better Together
Harvesting Hope: The Story of Cesar Chavez	Krull, Kathleen	AD800L	Community	Better Together
Freedom on the Menu	Weatherford, Carole Boston	AD660L	Community	Better Together
Tsunami!	Kajikawa, Kimiko	NC620L	Folklore & Literary Traditions	Watch Out!
Chicken Big	Graves, Keith	AD570L	Folklore & Literary Traditions	Watch Out!
Lon Po Po	Young, Ed	670L	Folklore & Literary Traditions	Watch Out!
Rumpelstiltskin	Zelinsky, Pau IO.	740L	Folklore & Literary Traditions	Watch Out!
Odious Ogre, The	Juster, Norton	AD880L	Folklore & Literary Traditions	Watch Out!
Brain, The	Simon, Seymour	900L	Living Things	Under the Surface
You Wouldn't Want to Be an Egyptian Mummy!	Stewart, David	IG950L	Living Things	Under the Surface
X-Treme X-Ray: See the World Inside Out!	Veasey, Nick	IG870L	Living Things	Under the Surface
Bones	Simon, Seymour	1020L	Living Things	Under the Surface
Charles Drew	Venezia, Mike	940L	Living Things	Under the Surface
Scaredy Squirrel	Watt, Mélanie	AD560L	A Sense of Self	Dealing with Change
Crow Call	Lowry, Lois	AD750L	A Sense of Self	Dealing with Change
Dreaming of America: An Ellis Island Story	Bunting, Eve	320L	A Sense of Self	Dealing with Change
Grandma's Records	Velaquez, Eric	780L	A Sense of Self	Dealing with Change
Zen Shorts	Muth, Jon J.	540L	A Sense of Self	Dealing with Change
Kubla Khan: The Emperor of Everything	Krull, Kathleen	1080L	Inspired by True Stories	It Takes a Leader
Now & Ben	Barretta, Gene	910L	Inspired by True Stories	It Takes a Leader
Planting the Trees of Kenya	Nivola, Claire A.	AD1030L	Inspired by True Stories	It Takes a Leader
John, Paul, George & Ben	Smith, Lane	AD660L	Inspired by True Stories	It Takes a Leader
So You Want to Be President? (Revised Edition)	St. George, Judith	N/A	Inspired by True Stories	It Takes a Leader
Hatmaker's Sign, The	Fleming, Candace	410L	Genre Study	Historical Fiction
Pink and Say	Polacco, Patricia	590L	Genre Study	Historical Fiction
Memory Coat, The	Woodruff, Elvira	AD650L	Genre Study	Historical Fiction
Just Like Josh Gibson	Johnson, Angela	AD920L	Genre Study	Historical Fiction
Ride Like the Wind	Fuchs, Bernie	AD880L	Genre Study	Historical Fiction

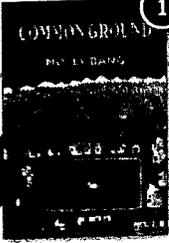
Read-Aloud Cards for In-Depth Teaching

When using the Interactive Read-Aloud Teaching Card, take note of the following features.

Before the Interactive Read-Aloud

- 1 **Book Summary** This information has been provided as a resource so that you have an understanding of the book itself and why it was chosen for inclusion in the text set. It is not intended to be read aloud or shared with students.
- 2 **Author**
- 3 **Genre/Text Type** Remember, form and format follow function. Helping students understand the characteristics of the genre and text type is important to overall comprehension.

Life Depends on Water **READ-ALoud**



Comprehension Clubs
Common Ground

1 **Summary**
Molly Bang begins with a parable that takes place long ago and that tells about too many sheep grazing on the village commons. She points out that it has always been necessary for people to conserve natural resources and that how we use water and other natural resources today is vitally important. She reminds us that Earth, like the village commons, has limited room and resources.

2 **Author** Molly Bang

3 **Genre/Text Type** Informational Text/Picture Book

4 **Book Themes/Ideas** interdependence of life on Earth; responsibility; fairness and sharing; conservation

5 **Unit Focus** Why is water so important to all living things?

6 **Author's Craft** use of repetition and parable; selection and presentation of factual information

7 **About the Author**
What is the best way to share natural resources today and preserve them for the future? This question is central to Molly Bang's thinking about our environment. Bang has a passion for science and wrote *Common Ground* to help children understand the scientific principles that affect their daily lives. She is a well-known author and illustrator of picture books, including Caldecott Honor Book *When Sophie Gets Angry—Really, Really Angry*.

8 **Key Understandings**

- In a narrative format, the parable introduces the real consequences of overusing shared natural resources.
- As she presents facts, Bang uses the refrain "in the short run" to distinguish between short-term and long-term consequences.
- Bang believes people must work together NOW to solve the problem of overuse of natural resources because the problem exists on a global scale.

9 **Suggested Stopping Points to Invite Thinking**
As you read aloud, you may wish to pause and ask students to turn and talk with partners or share whole-group comments, as noted below.

10 **Introduce the Book** *What can an old story about sheep eating grass teach us about the way people use resources—and about what Molly Bang wants us to understand about a problem people face today?* (The first page of text is page 7.)

11 Stopping Point	Prompt	Possible Responses
p. 15 Thinking Within and Beyond the Text	<i>What is happening on the commons and why is it a problem? Guide students in seeing the global problems addressed in this parable.</i>	Students may point out that fewer sheep get fed and people move
pp. 18–21 Thinking About and Beyond the Text	<i>How does Bang compare the villagers' story to things happening on Earth today? How is the sea like the village commons?</i>	She says that we use the world the way the villagers used their commons. Now fish get used up the way the grass did.
p. 25 Thinking Within and About the Text	<i>How does Bang use a pattern to share information? Why do you think she organized the book this way?</i>	She shows that using up resources seems okay at first but later causes problems. She wants us to think about how our actions affect everyone.
p. 36 Thinking Beyond the Text	<i>Do you agree or disagree with Bang's main point? Why do you think she began and ended the book in the way she did?</i>	Students may see the image of Earth as a reminder that solving this problem may save our home

12 **Summarize** We all need resources to live, but some resources are limited. Who gets them?



- 4 **Book Themes/Ideas** These tie directly to the Unit Focus, to the Key Understandings and expected learning outcomes of the particular title, and to additional titles in the unit.
- 5 **Unit Focus** This focus was first highlighted on the unit folder and should remain foremost in your thinking as you read aloud.
- 6 **Author's Craft** In alignment with effective practices around mentor texts, *Comprehension Clubs* strives to point out to learners the craft behind the presentation of information.

Common Ground

Teaching Options: Things to Notice and Do

13 Notable Text Features

Supportive The author's words seem to be written as if she is speaking directly to her readers, inviting them to consider with her the problem she poses.

Challenging Some students may need help in understanding what a parable is and why people sometimes use such stories to make an important point.

14 Vocabulary

Essential Words

commons (p. 7): a piece of land belonging to or used by everyone

fossil fuels (p. 29): fuels, such as oil and gas, made from the remains of plants or animals from long ago

reserves (p. 16): a supply of something available for use in the future

sustain (p. 33): to give support

Related Words for Discussion

conservation: protection of natural resources

parable: a simple story that tells a moral truth

responsibility: something that one is in charge of

15 Analyze the Text

Revisit the book to help students notice and cite textual evidence of the following:

Author's Purpose Molly Bang uses her words and her artwork to encourage readers to think about what might be fair and responsible ways to share water and other resources and why conservation of natural resources is so important.

Organization The author makes use of two structures within this book: cause and effect (what happens to a resource and why) and compare and contrast (past, present, future; "in the short run" and over time).

16 Connect to Book Club Books

What is the "common ground" explored in each of these books? Encourage students to link their reading to Bang's message.

Into the A, B, Sea The reader sees what sea animals do in the "common ground" of the sea.

Ocean Sunlight The "common ground" explored here encompasses all living things on Earth.

Winter's Tail By sharing what they learned from working with one dolphin, scientists helped many people who needed artificial limbs.

The Magic School Bus[®] On the Ocean Floor The ocean is the "common ground" where animals and plants share the environment.

17 Write and Respond

Encourage students to reflect on the writing they've done in their notebooks. Have them work in small groups to create "Conserve Now" posters. Each poster should focus on one natural resource. Students should

- illustrate the natural resource.
- illustrate the effects of short-term overuse of the natural resource supported by factual evidence.
- write a short paragraph that uses the facts to persuade the reader and explains how to conserve the natural resource.

18 Supporting ELLs

If students miss the meaning of the expression "common ground," the meaning of the entire story will be lost to them. Point out to students the distress of the villager on the overcrowded lawn on page 12. Contrast that with the calm and happy villagers on pages 14–15. Focus on the concept of conservation; help students understand the meaning of the repeated phrase "in the short run."

19 Additional Resources

Encourage students to find out about conservation methods such as solar panels, wind turbines, rainwater collections, and rooftop farms: www.kids.gov.

- 7 **About the Author** Providing students with information about the author, where appropriate, can deepen understanding and enliven conversation.
- 8 **Key Understandings** These reveal the heart of the instruction for every title and tie directly to information on the rest of the card, including stopping points for discussion as well as a deep analysis of author's craft.
- 9 **Suggested Stopping Points to Invite Thinking** These stopping points reinforce the Key Understandings and can be important moments for you to model citing textual evidence to support thinking within, about, and beyond the text.
- 10 **Introduce the Book** Provide students with a very brief introduction to the story and set a purpose for reading without giving away any of the deep thinking and analysis students are about to undertake as interactive listeners.

During the Read-Aloud: Reading the Text and Using the Shared Talk Routine

When a read-aloud is done well, it is a performance. In our view, reading aloud is an art akin to storytelling; the telling is as crucial to the listeners as is the tale itself. When reading aloud, your voice reflects and supports the meaning of the story.

- 11 **Use the Stopping Points and Prompts** Briefly comment, ask a question, or invite your students to share their thinking. Monitor comprehension, noting possible responses. Continue reading to the end of the book.
 - Think about the book together, citing textual evidence to back up each observation and opinion. Your students may want to turn and talk with partners or share whole-group comments.
 - Connect the book to other read-alouds or book club titles you've read and enjoyed together; note similarities and differences as well as recurring themes, big ideas, genres, text features, language and literary features, and vocabulary reflected across the text set.

Routines to Encourage Peer Talk

In shared text talk everyone is an equal partner in the meaning-making process. No one controls the conversation (although you facilitate, especially as your students are learning how to explore text analysis through an interactive read-aloud). What this means is that each member of the club must listen intently to what is being said, wait for an opening in the conversation, and slip in with his or her response. Help your students learn to use active listening and natural turn-taking.

You may feel uncomfortable allowing students to speak without first raising their hands. But try, over time, to help your students develop real conversational turn-taking, so you don't need a "traffic monitor" to signal who can speak and who must wait. To help your students succeed, spend time introducing each talk routine that encourages peer-to-peer talk.

We suggest three configurations:

Pair Talk One of the most effective ways to spark conversation and thinking is the instructional strategy, *turn and talk*. Try these guidelines:

- Students have an identified partner. At the signal "turn and talk" or "turn and talk about ____," they turn to each other (when seated on the floor or in chairs) and have time for one or two quick interchanges about the issue at hand. (If you have an uneven number of students, you can partner with a student.)
- Partners talk and then turn to another pair and quickly share a summary of what they have been saying.

Your students will easily learn the turn and talk routine with a quick share; both partners share their thoughts and always listen to each other thoughtfully and politely. After your demonstration with a partner, turn to your students and ask:

- Did you express your own ideas?
- Did you share quickly?
- Did you listen carefully to each other?

Threesome Talk After watching you demonstrate text talk with two partners, students try it themselves in a preassigned group of three. The routine is similar to pair talk, but students must be even more efficient and pace their talk so that all three can share.

Circle Talk in Two Pairs Again, demonstrate this configuration yourself before guiding your students to try it on their own. Have two partners turn to each other and talk about the text. Once your students are comfortable with this arrangement, they will be ready for the small group conversation of the book club.

After Sharing the Read-Aloud

We offer these guidelines to develop a shared academic language:

- Talk about a concept in everyday language.
- Use examples until students understand the basic concept.
- Provide the label for what students already understand (name it) and invite them to use the new vocabulary as appropriate for the age and grade.

To help focus the discussion, you may want to record students' thoughts, ideas, and questions on chart paper, or on an interactive whiteboard. Monitor and record your observations of each student's participation.

While it is certainly not necessary—or even advisable—to extend every text, some texts call for further exploration. Take your cues from your observations of student learning.

- 12) Summarize** Once you've completed the read-aloud, invite students to share their thinking. Share yours as well, but be careful not to dominate the conversation and overwhelm your students. The goal is to inspire them to talk—to engage in academic conversation about the book and topics. Acquiring the language of books and the language to talk about books is a cumulative process that builds over time, across books and discussions.

Support Student Learning

- 13) Notable Text Features** It is important for you, as the teacher, to understand the supportive and challenging features of the text. Depending on the difficulties of a given text and your knowledge of your students' abilities, you may need to reread specific passages or point out additional items to either ensure or to deepen students' understanding.
- 14) Vocabulary** We have distinguished between Tier 2 and Tier 3 words students will encounter during the read-aloud (Essential Words) from those that may not be in the book itself, but when understood, will enhance conversation and understanding (Related Words for Discussion). When meanings of words can be discovered through context, you can model and reinforce how to learn vocabulary from context clues. Where that isn't possible, you can define the words aloud for students, in student-friendly language. Definitions are provided here for your convenience.

Assess Understanding

- 15) **Analyze the Text and Cite Textual Evidence** Help students discuss short, highlighted portions of the text in depth with their classmates. Help them feel confident in the skills they are building in extending their knowledge of textual analysis. Because students will not have the text in front of them for the read-alouds, it is important to read the relevant passages aloud again.
- 16) **Connect to Book Club Books** Depending on where you are in your read-aloud and student book club cycle, you may need to modify the language provided here. But it is important to model comparing and contrasting topics, ideas, treatments, themes, genres, text features, language, literary features, and vocabulary across multiple texts.
- 17) **Write and Respond** Encouraging students to write about text provides them with the opportunity to absorb content more deeply. It also provides you with an opportunity to evaluate their comprehension and their grasp of the key ideas and understandings—both of a given title and across the theme units.

Scaffold and Extend

- 18) **Supporting ELLs** It is important to scaffold English Language Learners through the read-aloud process to ensure they are part of the growing learning community. Specific strategies are provided.
- 19) **Additional Resources** These resources provide additional research opportunities and offer a relevant technology connection to each read-aloud title.

Organizing the Reader's Notebook

We have written extensively about creating readers' notebooks as vessels for students' thinking (2001, 2006, 2012). You can make notebooks with sections or involve your students in creating their own notebooks. We have suggested that the notebook have a clear structure with tabs or labeled sections that may include those listed below.

1 A Reading List

Students list the book, date, and genre when they start reading and the date when they finish.

2 Books to Read

Students keep a list of books they are interested in reading.

3 Reading Requirements

Students tally the books they read in each genre.

4 Reading Mini-Lessons

Students take notes from the mini-lessons to use as a reference. Alternatively, they can paste in a handout with the important points.

5 Writing About Reading

Students share their thinking about their reading by writing in a variety of formats such as dialogue, letters, two-column entries, or graphic organizers.

Effective Text Talk

Thanks to the many deep conversations about books that your students have enjoyed during the interactive read-aloud, they know what effective text talk feels like and sounds like. They understand the turn-taking nature of the conversation and what it means to build on a peer's ideas and insights as you push forward as a group to make sense of the book under discussion.

This is how we characterize effective text talk:

- The club members have a shared, continually growing language they use to talk about text.
- The talk is anchored to the particular text being discussed.
- The talk centers on the text as well as the reader's personal response.
- Club members may connect the text to other texts they have read.
- One idea sparks another, so club members "piggyback" their comments.
- Club members listen actively and carefully to one another.
- Club members ask one another questions to clarify or extend the meaning they are sharing.
- The club maintains ownership of the conversation; the text is the focus.
- Club members stay on a topic long enough to gain depth and get several perspectives.
- The shared "club talk" often changes the thinking of individual members in some way.
- The conversation builds relationships and develops a sense of community among members.
- Club members care about what other members think.
- Members know how to disagree respectfully; constructive disagreement is valued rather than avoided.
- Club members can change opinions and understandings during the course of a discussion; book clubs promote fluid discussion and a flexible search for meaning.

(Fountas & Pinnell, 2006)

With every book club meeting, your students become more adept at holding deep conversations about books. It takes time and experience to learn how to analyze texts and share your analysis with others through rich, multifaceted text talk. As always, thinking within, beyond, and about the text serves as an invaluable framework to shape the talk.

Grade K | Scope & Sequence

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please scroll
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UNIT	WEEK	TOPIC	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
Getting Started	1	Introduction to Writing	—	Not A Box	Antoinette Portis
Getting Started	2	Introduction to Writing	—	Ten Black Dots	Donald Crews
Getting Started	3	Introduction to Writing	—	Let's Play in the Forest (When the Wolf Is Not Around)	Claudia Rueda
Getting Started	4	Introduction to Writing	—	My Lucky Day	Keiko Kasza
Getting Started	5	Introduction to Writing	—	Dinosaurs, Dinosaurs	Byron Barton
Getting Started	6	Introduction to Writing	—	Grumpy Bird	Jeremy Tankard
Getting Started	7	Introduction to Writing	—	Do Like Kyla	Angela Johnson
Getting Started	8	Introduction to Writing	Punctuating Powerfully	Pigeon Finds A Hot Dog	Mo Willems
Getting Started	9	Introduction to Writing	Spelling Well	Bunny Cakes	Rosemary Wells
Getting Started	10	Introduction to Writing	Capitalizing Correctly	What Should I Make?	Nandini Nayyar
1	1	Ideas and the Writing Process	Spelling Well	What Do Wheels Do All Day?	April Jones Prince
1	2	Learning More About Ideas	Applying Basic Grammar	Ten Black Dots	Donald Crews
1	3	Learning More About Ideas	Spelling Well	Pablo's Tree	Pat Mora
Reality Check 1	—	Presentation/Publishing	—	Pablo's Tree	Pat Mora
2	1	Organization and the Writing Process	Punctuating Powerfully	Not A Box	Antoinette Portis
2	2	Learning About Organization	Spelling Well	Let's Play in the Forest (When the Wolf Is Not Around)	Claudia Rueda
2	3	Learning More About Organization	Capitalizing Correctly	A Cat and a Dog/Un Gato Y Un Perro	Claire Masurel
Reality Check 2	—	Presentation/Publishing	—	What Should I Make?	Nandini Nayyar
3	1	Voice and the Writing Process	Spelling Well	Ruby in Her Own Time	Jonathan Emmett
3	2	Learning About Voice	Applying Basic Grammar	Do Like Kyla	Angela Johnson
3	3	Learning More About Voice	Spelling Well	Grumpy Bird	Jeremy Tankard
Reality Check 3	—	Presentation/Publishing	—	The Little Mouse, The Red Ripe Strawberry, And The Big Hungry Bear,	Don and Audrey Wood
4	1	Word Choice and the Writing Process	Punctuating Powerfully	Water Hole Waiting	Jane and Christopher Kurtz
4	2	Learning About Word Choice	Spelling Well	Higher! Higher!	Leslie Patricelli
4	3	Learning More About Word Choice	Capitalizing Correctly	Three Little Bears	Paul Galdone
Reality Check 4	—	Presentation/Publishing	—	Animal Action ABC	Karen Pendell
5	1	Sentence Fluency and the Writing Process	Spelling Well	Up, Down, And Around	Katherine Ayres
5	2	Learning About Sentence Fluency	Applying Basic Grammar	Bark George	Jules Feiffer
5	3	Learning More About Sentence Fluency	Spelling Well	Pigeon Finds A Hot Dog	Mo Willems
Reality Check 5	—	Presentation/Publishing	—	Dinosaurs, Dinosaurs	Byron Barton
6	1	Putting the Traits Together, Part 1	Punctuating Powerfully (review)	My Lucky Day	Keiko Kasza
6	2	Putting the Traits Together, Part 2	Capitalizing Correctly (review)	Whistle For Willie	Ezra Jack Keats
6	3	Putting the Traits Together, Part 3	Applying Basic Grammar (review)	Two of Everything	Lily Toy Hong
Reality Check 6	—	Presentation/Publishing	—	Car Washing Street, The	Denise Lewis Patrick
Wrapping Up	1	We Are Writers!	—	My River	Shari Halpern
Wrapping Up	2	Celebrating All We've Learned	—	Bunny Cakes	Rosemary Wells
				Library Mouse	Daniel Kirk

Grade 1 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	WRITING PROJECT	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	—	Dear Juno	Soyung Pak
1 Getting Started	2	Prewriting	—	—	—	Getting Ready to Write Posters	My Truck Is Stuck!	Kevin Lewis and Daniel Kirk
1 Getting Started	3	Drafting	—	—	—	Travel Brochure	Hello Ocean	Pam Muñoz Ryan
1 Getting Started	4	Revision	—	—	—	Picture Book Revision	Pigsty	Mark Teague
1 Getting Started	5	Editing	—	—	—	Editing Hats	Yo! Yes?	Christopher Raschka
2	1	Ideas	Finding a Big Idea	Info./Expl.	Spelling Well	Class Wildlife Guide	Birds	Kevin Henkes
2	2	Organization	Starting With a Bold Beginning	Info./Expl.	Punctuating Powerfully	Lift-the-Flap Animal Book	Animals Should Definitely Not Wear Clothing	Judi Barrett
2	3	Voice	Expressing a Feeling	Info./Expl.	Spelling Well	Diary Entry	Roller Coaster	Marla Frazee
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	Dear Juno	Soyung Pak
3	1	Word Choice	Choosing Zippy Verbs	Narrative	Capitalizing Correctly	Class Monster Book	If You're a Monster and You Know It	Rebecca and Ed Emberley
3	2	Sentence Fluency	Building Complete Sentences	Narrative	Spelling Well	Lost Animal Poster	Lost and Found	Oliver Jeffers
3	3	Ideas	Focusing on the Big Idea	Narrative	Applying Basic Grammar	Scaredy Critters Book	Scaredy Squirrel	Mélanie Watt
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	Animals Should Definitely Not Wear Clothing	Judi Barrett
4	1	Organization	Creating a Mighty Middle	Info./Expl.	Spelling Well	Class Alphabet Book	Many Nations: An Alphabet of Native America	Joseph Bruchac
4	2	Voice	Communicating With Sparkle and Pizzazz	Info./Expl.	Punctuating Powerfully	Picture and Caption	The Emperor's Egg	Martin Jenkins
4	3	Word Choice	Picking "Just Right" Words	Info./Expl.	Spelling Well	Class Thanks Book	Feeling Thankful	Shelley Rotner and Sheila Kelly
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	Lily Brown's Paintings	Angela Johnson
5	1	Sentence Fluency	Starting Sentences in Different Ways	Narrative	Capitalizing Correctly	Skit	The Little Red Hen (Makes a Pizza)	Philemon Sturges
5	2	Ideas	Staying With the Big Idea	Narrative	Spelling Well	New Story Event	100th Day Worries	Margery Cuyler
5	3	Organization	Finishing With an Excellent Ending	Narrative	Applying Basic Grammar	Short Story	Jeremy Draws a Monster	Peter McCarty
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	The Emperor's Egg	Martin Jenkins
6	1	Voice	Reaching Out to the Reader	Info./Expl.	Spelling Well	Directions	Bigmama's	Donald Crews
6	2	Word Choice	Stretching for Never-Before-Tried Words	Info./Expl.	Punctuating Powerfully	Trail Sign	Are Trees Alive?	Debbie S. Miller
6	3	Sentence Fluency	Varying Sentence Lengths	Info./Expl.	Spelling Well	Fitness Brochure	The Busy Body Book	Lizzy Rockwell
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	The Dot	Peter H. Reynolds
7	1	Ideas	Using Juicy Details	Narrative	Capitalizing Correctly	Fantasy Story	Lily Brown's Paintings	Angela Johnson
7	2	Organization	Adding a Terrific Title	Narrative	Spelling Well	Sequel	Duck on a Bike	David Shannon
7	3	Voice	Saying Thing in New Ways	Narrative	Applying Basic Grammar	Personal Narrative	The Dot	Peter Reynolds
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	The Busy Body Book	Lizzy Rockwell
8	1	Word Choice	Using Words to Create Meaning	Info./Expl.	Conventions Review	Glossary	How a House Is Built	Gail Gibbons
8	2	Sentence Fluency	Making Smooth- Sounding Sentences	Info./Expl.	Conventions Review	Interview	Frida	Jonah Winter
8	3	All Traits	All Key Qualities	Info./Expl.	Conventions Review	E-mail Message	Throw Your Tooth on the Roof	Selby B. Beeler
9 Wrapping Up	1							
9 Wrapping Up	2							
9 Wrapping Up	3							
9 Wrapping Up	4							

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 2 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	WRITING PROJECT	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	—	The Relatives Game	Cynthia Rylant
1 Getting Started	2	Prewriting	—	—	—	Story About a Friend	My Brother Charlie	Holly Robinson Peete / Ryan Elizabeth Peete
1 Getting Started	3	Drafting	—	—	—	Postcard	They Thought They Saw Him	Craig Kee Strete
1 Getting Started	4	Revision	—	—	—	Picture Book Revision	Poor Poor Puppy	Nick Bruel
1 Getting Started	5	Editing	—	—	—	Editing Eyeglasses	My Friend Is Sad	Mo Willems
2	1	Ideas	Finding a Big Idea	Narrative	Spelling Well	Fable	The Lion and the Mouse	Bernadette Watts
2	2	Organization	Starting With a Bold Beginning	Narrative	Punctuating Powerfully	Personal Narrative	I'm the Biggest Thing in the Ocean	Kevin Sherry
2	3	Voice	Expressing a Feeling	Narrative	Spelling Well	Journal Entry	Grandma's Records	Eric Velasquez
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	Chameleons Are Cool	Martin Jenkins
3	1	Word Choice	Choosing Zippy Verbs	Info./Expl.	Capitalizing Correctly	Action Commentary	Pele: King of Soccer / El rey del fútbol	Monica Brown
3	2	Sentence Fluency	Building Complete Sentences	Info./Expl.	Spelling Well	Class Photo Album	I Lost My Tooth in Africa	Penda Diakité
3	3	Ideas	Focusing on the Big Idea	Info./Expl.	Applying Basic Grammar	Bigger-to-Smaller Cards	Do Unto Otters: A Book About Manners	Laurie Keller
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	Goldilocks Returns	Lisa Campbell Ernst
4	1	Organization	Creating a Mighty Middle	Narrative	Spelling Well	Week-Long Log	Mice and Beans	Pam Muñoz Ryan
4	2	Voice	Communicating With Sparkle and Pizzazz	Narrative	Punctuating Powerfully	Cartoon	Diary of a Spider	Doreen Cronin
4	3	Word Choice	Picking "Just Right" Words	Narrative	Spelling Well	Animal Fantasy Story	The Lamb Who Came for Dinner	Steve Smallman
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	An Egg Is Quiet	Dianna Aston
5	1	Sentence Fluency	Starting Sentences in Different Ways	Info./Expl.	Capitalizing Correctly	Class Nature Record	Storms	Melvin and Gilda Berger
5	2	Ideas	Staying With the Big Idea	Info./Expl.	Spelling Well	Pattern Book	Big & Little	Steve Jenkins
5	3	Organization	Finishing With an Excellent Ending	Info./Expl.	Applying Basic Grammar	Expert Essay	Surprising Sharks	Nicola Davies
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	The Relatives Game	Cynthia Rylant
6	1	Voice	Reaching Out to the Reader	Narrative	Spelling Well	Contest Entry	The Ugly Vegetables	Grace Lin
6	2	Word Choice	Stretching for Never-Before-Tried Words	Narrative	Punctuating Powerfully	Fractured Folklore	Goldilocks Returns	Lisa Campbell Ernst
6	3	Sentence Fluency	Varying Sentence Lengths	Narrative	Spelling Well	Draw-Along	Julius	Angela Johnson
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	Storms	Melvin and Gilda Berger
7	1	Ideas	Using Juicy Details	Info./Expl.	Capitalizing Correctly	Cool Critters Trading Cards	Chameleons Are Cool	Martin Jenkins
7	2	Organization	Adding a Terrific Title	Info./Expl.	Spelling Well	Table of Contents	You Can't Taste a Pickle With Your Ear	Harriet Ziefert
7	3	Voice	Saying Things in New Ways	Info./Expl.	Applying Basic Grammar	Picture Book	An Egg Is Quiet	Dianna Aston
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	Grandma's Records	Eric Velasquez
8	1	Word Choice	Using Words to Create Meaning	Narrative	Conventions Review	Recollection	Chato's Kitchen	Gary Soto
8	2	Sentence Fluency	Making Smooth-Sounding Sentences	Narrative	Conventions Review	Tall Tale	The Secret Shortcut	Mark Teague
8	3	All Traits	All Key Qualities	Narrative	Conventions Review	Speech	Ish	Peter H. Reynolds
9 Wrapping Up	1							
9 Wrapping Up	2							
9 Wrapping Up	3							
9 Wrapping Up	4							

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 3 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	Looking Like Me	Walter Dean Myers
1 Getting Started	2	Prewriting	—	—	—	26 Fairmount Avenue	Toni dePaola
1 Getting Started	3	Drafting	—	—	—	Superdog: The Heart of a Hero	Caralyn Buehner
1 Getting Started	4	Revision	—	—	—	Sophie the Awesome	Lara Bergen
1 Getting Started	5	Editing	—	—	—	Go, Go America	Dan Yaccarino
2	1	Ideas	Finding a Topic	Info./Expl.	Punctuating Effectively	Snow	Cynthia Rylant
2	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	The Respiratory System	Christine Taylor-Butler
2	3	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	Party Penguins Recipe	(chef)
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	—
3	1	Word Choice	Applying Strong Verbs	Narrative	Checking Spelling	Frank & Ernest Cartoon Strip	(cartoonist)
3	2	Sentence Fluency	Crafting Well-Built Sentences	Narrative	Applying Grammar and Usage	Ron's Big Mission	Rose Blue and Corinne J. Naden
3	3	Ideas	Focusing the Topic	Narrative	Checking Spelling	Lon Po Po	Ed Young
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	—
4	1	Organization	Using Sequence Words and Transition Words	Opinion	Punctuating Effectively	LaRue Across America	Mark Teague
4	2	Voice	Conveying the Purpose	Opinion	Checking Spelling	"Night at the Museum" Brochure	(publicist)
4	3	Word Choice	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	Bobby the Brave (Sometimes)	Lisa Yee
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	—
5	1	Sentence Fluency	Varying Sentence Types	Info./Expl.	Checking Spelling	Panda Kindergarten	Joanne Ryder
5	2	Ideas	Developing the Topic	Info./Expl.	Applying Basic Grammar and Usage	Welcome to My Neighborhood!	Quiara Alegria Hudes
5	3	Organization	Structuring the Body	Info./Expl.	Structuring the Body	Brownstone Buddies Product Description	(product developer)
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	—
6	1	Voice	Creating a Connection to the Audience	Narrative	Punctuating Effectively	Raising Dragons	Jerdine Nolen
6	2	Word Choice	Using Specific and Accurate Words	Narrative	Checking Spelling	WordGirl Script	(television scriptwriter)
6	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Narrative	Applying Basic Grammar and Usage	If the Shoe Fits	Gary Soto
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	—
7	1	Ideas	Using Details	Opinion	Checking Spelling	Penguins	Seymour Simon
7	2	Organization	Ending With a Sense of Resolution	Opinion	Applying Grammar and Usage	Movie Reviews: Toy Story 3	(movie reviewer)
7	3	Voice	Taking Risks to Create Voice	Opinion	Checking Spelling	Guinea Dog	Patrick Jennings
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	—
8	1	Word Choice	Choosing Words That Deepen Meaning	Info./Expl.	Reviewing Conventions	An Orange in January	Dianna Hutts Aston
8	2	Sentence Fluency	Breaking the "Rules" to Create Fluency	Info./Expl.	Reviewing Conventions	"Washing Hands" Poster	(public health director)
8	3	All Traits	All Key Qualities	Info./Expl.	Reviewing Conventions	Winter's Tail	Juliana, Isabella, and Craig Hatkoff
9 Wrapping Up	1						
9 Wrapping Up	2						
9 Wrapping Up	3						
9 Wrapping Up	4						

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 4 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	Because of Winn-Dixie	Kate DiCamillo
1 Getting Started	2	Prewriting	—	—	—	Clement!	Willie Perdomo
1 Getting Started	3	Drafting	—	—	—	The Hatmaker's Sign	Candace Fleming
1 Getting Started	4	Revision	—	—	—	Bobby vs. Girls (Accidentally)	Lisa Yee
1 Getting Started	5	Editing	—	—	—	Tall Tales	Charles R. Smith Jr.
2	1	Ideas	Finding a Big Idea	Info./Expl.	Punctuating Effectively	Zero Is the Leaves on a Tree	Betsy Franco
2	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	Bigfoot Article	(journalist)
2	3	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	Living Sunlight	Molly Bang and Penny Chisholm
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	—
3	1	Word Choice	Apply Strong Verbs	Narrative	Checking Spelling	Bad Kitty	Nick Bruel
3	2	Sentence Fluency	Crafting Well-Built Sentences	Narrative	Applying Grammar and Usage	"World's Largest Twine Ball"	(travel writer)
3	3	Ideas	Focusing the Topic	Narrative	Checking Spelling	Dexter the Tough	Margaret Peterson Haddix
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	—
4	1	Organization	Using Sequence Words and Transition Words	Opinion	Applying Grammar and Usage	The Shocking Truth about Energy	Loreen Leedy
4	2	Voice	Conveying the Purpose	Opinion	Checking Spelling	Water Bottle Labels	(product developer)
4	3	Word Choice	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	You Wouldn't Want to Be an Egyptian Mummy!	David Stewart
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	—
5	1	Sentence Fluency	Varying Sentence Types	Info./Expl.	Checking Spelling	My Brother Martin	Christine King Farris
5	2	Ideas	Developing the Topic	Info./Expl.	Applying Grammar and Usage	Stillwater Doll	(toy company writer)
5	3	Organization	Structuring the Body	Info./Expl.	Checking Spelling	Spiders	Nic Bishop
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	—
6	1	Voice	Creating a Connection to the Audience	Narrative	Applying Grammar and Usage	"Ultraviolet" Comic	(comic book author)
6	2	Word Choice	Using Specific and Accurate Words	Narrative	Checking Spelling	Carlos and the Squash Plant	Jan Romero Stevens
6	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Narrative	Applying Grammar and Usage	Hello Muddah, Hello Faddah!	Allan Sherman and Lou Busch
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	—
7	1	Ideas	Using Details	Opinion	Checking Spelling	Don't Let the Pigeon Drive the Bus!	Mo Willems
7	2	Organization	Ending With a Sense of Resolution	Opinion	Applying Grammar and Usage	Hope Is an Open Heart	Lauren Thompson
7	3	Voice	Taking Risks to Create Voice	Opinion	Checking Spelling	How to Eat Like a Child, Lesson #21	(playwright)
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	—
8	1	Word Choice	Choosing Words That Deepen Meaning	Info./Expl.	Conventions Review	African Acrostics	Avis Harley
8	2	Sentence Fluency	Breaking the "Rules" to Create Fluency	Info./Expl.	Conventions Review	"World's Greatest Dad!" Birthday Card	(greeting card writer)
8	3	All Traits	All Key Qualities	Info./Expl.	Conventions Review	Manfish: A Story of Jacques Cousteau	Jennifer Berne
9 Wrapping Up	1						
9 Wrapping Up	2						
9 Wrapping Up	3						
9 Wrapping Up	4						

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.

Grade 5 | Scope & Sequence

UNIT	WEEK	TRAIT/PROCESS STEP	KEY QUALITY	MODE	FOCUS CONVENTION	MENTOR TEXT	AUTHOR
1 Getting Started	1	Writing Process	—	—	—	Hewitt Anderson's Great Big Life	Jerdine Nolen
1 Getting Started	2	Prewriting	—	—	—	John, Paul, George & Ben	Lane Smith
1 Getting Started	3	Drafting	—	—	—	Tsumami!	Kimiko Kajikawa
1 Getting Started	4	Revision	—	—	—	Bud, Not Buddy	Christopher Paul Curtis
1 Getting Started	5	Editing	—	—	—	My Rotten Redheaded Older Brother	Patricia Polacco (contest writer)
2	1	Ideas	Finding a Big Idea	Info./Expl.	Punctuating Effectively	Doodle 4 Google	Ben Hillman
2	2	Organization	Creating the Lead	Info./Expl.	Checking Spelling	How Big Is It? A Big Book All About Bigness	Trudee Romanek
2	3	Voice	Establishing a Tone	Info./Expl.	Capitalizing Correctly	Achool: The Most Interesting Book You'll Ever Read About Germs	—
Reality Check 1	—	Presentation/ Publishing	—	—	—	—	—
3	1	Word Choice	Apply Strong Verbs	Narrative	Checking Spelling	Brave as a Mountain Lion	Ann Herbert Scott
3	2	Sentence Fluency	Crafting Well-Built Sentences	Narrative	Applying Grammar and Usage	Crow Call	Lois Lowry (historian)
3	3	Ideas	Focusing the Topic	Narrative	Checking Spelling	Lincoln's Lincoln	—
Reality Check 2	—	Presentation/ Publishing	—	—	—	—	—
4	1	Organization	Using Sequence Words and Transition Words	Opinion	Applying Grammar and Usage	Eats, Shoots & Leaves	Lyme Truss
4	2	Voice	Conveying the Purpose	Opinion	Checking Spelling	The Many Rides of Paul Revere	James Cross Giblin (food writer)
4	3	Word Choice	Selecting Striking Words and Phrases	Opinion	Applying Grammar and Usage	Puffins Cereal Box	—
Reality Check 3	—	Presentation/ Publishing	—	—	—	—	—
5	1	Sentence Fluency	Varying Sentence Types	Info./Expl.	Checking Spelling	X-treme X-ray	Nick Veasey
5	2	Ideas	Developing the Topic	Info./Expl.	Applying Grammar and Usage	101 Animal Secrets	Melvin and Gilda Berger (health and safety writer)
5	3	Organization	Structuring the Body	Info./Expl.	Checking Spelling	Airline Safety Information Card	—
Reality Check 4	—	Presentation/ Publishing	—	—	—	—	—
6	1	Voice	Creating a Connection to the Audience	Narrative	Applying Grammar and Usage	J. Peterman Catalog Description	(copywriter)
6	2	Word Choice	Using Specific and Accurate Words	Narrative	Checking Spelling	Becoming Naomi León	Pam Muñoz Ryan
6	3	Sentence Fluency	Capturing Smooth and Rhythmic Flow	Narrative	Applying Grammar and Usage	Eight Days: A Story of Haiti	Edwidge Danticat
Reality Check 5	—	Presentation/ Publishing	—	—	—	—	—
7	1	Ideas	Using Details	Opinion	—	Splash Country Brochure	(publicity writer)
7	2	Organization	Ending With a Sense of Resolution	Opinion	Applying Grammar and Usage	Common Ground: The Water, Earth, and Air We Share	Molly Bang
7	3	Voice	Taking Risks to Create Voice	Opinion	Checking Spelling	LaRue for Mayor	Mark Teague
Reality Check 6	—	Presentation/ Publishing	—	—	—	—	—
8	1	Word Choice	Choosing Words That Deepen Meaning	Info./Expl.	Conventions Review	Mancala Game Brochure	(game company writer)
8	2	Sentence Fluency	Breaking the "Rules" to Create Fluency	Info./Expl.	Conventions Review	Duke Ellington	Andrea Davis Pinkney
8	3	All Traits	All Key Qualities	Info./Expl.	Conventions Review	Puppies, Dogs, and Blue Northers	Gary Paulsen
9 Wrapping Up	1						
9 Wrapping Up	2						
9 Wrapping Up	3						
9 Wrapping Up	4						

In the final four weeks, students complete various writing activities outlined in the Teaching Guide, reflect on what they have learned throughout the year and celebrate their accomplishments.



The First 25 Days of Reading Workshop

Why Reading Workshop?

The purpose of reading workshop is to give students opportunities to read during the school day and to provide targeted and appropriate instruction. Reading workshop allows for classrooms to become a community of readers with set expectations. The goal is for students to become independent readers and use a variety of strategies to comprehend and engage in text. Through a balanced reading program, students talk, read, and write about things in which they are genuinely interested. Teachers model and demonstrate for the students strategies that good readers use and students have the opportunity to practice these strategies during guided reading groups. Students may also participate in literature study with a group of readers to analyze and discuss text or literacy centers to reinforce strategies taught in class. Finally, students have the opportunity to apply these strategies during their independent reading and express their thoughts about their reading in response letters to their teacher.

The goals of successful Reading Workshop implementation include:

1. Teachers will have a framework and time to provide targeted and appropriate instruction.
2. Independent Reading Practice Time: Students will have time to focus on the most important literacy practice – reading a *just right* book.
3. Student Self-Management: Students learn to plan their work, manage time, problem-solve, self-evaluate, and cooperate with one another.
4. Cooperation: Students learn to respect others' time and space and to support each other as a community of readers, writers, and learners.
5. Organization: Students learn to keep class resources as well as their own books, notebooks, folders, and papers in order.
6. Student Choice within Limits: Students choose topics of personal interest to them to read and write about. Allowing students to choose their own topics motivates them to build from their own background knowledge and to experiment with new topics when they are ready.

Why a 25-day Launch?

The beginning of a new school year often involves discussion and/or modeling of procedures, behaviors, and classroom expectations. Reading Workshop also requires this same earnest and intentional effort as we establish norms for the classroom to ensure success for each student. Building a "reading community" in which students are independent is more likely when routines and procedures are purposeful and meaningful to students.

The goal of **The First 25 Days of Reading Workshop** is to establish classroom systems and the foundation for the principled habits we want readers to use throughout the year. Keep in mind that initially, many of these daily activities will take considerable time for you to model and for students to practice. However, once this is accomplished, these activities can be completed quickly allowing you time to address more content. It is recommended that you read the entire document first before planning your daily activities.

This guide is intended to be extended, condensed, or modified according to your students' needs. Please continue to revisit and support all skills and concepts that are introduced in the first few weeks through the balanced literacy model. Our ultimate goal is for students to become proficient in using these skills independently. Use your judgment, based on your students' needs to adjust instructional time dedicated to each demonstration lesson.

Things to Consider

Prior to implementing Reading Workshop, teachers will need to make several important decisions about materials. The following is a list of questions to consider before launching the reading workshop model (before the first day of school):

- Where will student reading materials be stored (e.g. reading notebooks, reading folders, individual student book bags/book boxes)?
- How will the classroom library be organized (e.g. what categories will you use for your books, if you will use baskets/bins to store categories of books, how you will label categories, and where you will house your library – on cart, on bookshelf, in bins – or will you categorize books by both guided reading levels and categories)?
- How/when will materials be introduced (e.g. mini-lesson at beginning of reading workshop, model in small group setting)?
- Where will students store classroom work (e.g. reading folder, literature study folder, reading response journal)?

- Do you have a word wall in a place where students can see the words? Is your word wall interactive or decorative?

Suggested Classroom Materials

Materials	Purpose
Classroom Rug or Carpet Squares	To be used as the established <i>gathering place</i> for students to come together for Read Aloud and whole class mini-lessons
Chart Paper	To create anchor charts recording good reading strategies, routines, and expectations
Classroom Library	To provide students with a wide selection of books for independent reading
Reading Folder	To organize reading lists, reading interests, response journal prompts, rubrics, etc.
Reading Notebook	To keep a record of independent reading (reading log), write in response to reading, record spelling words for <i>Word Work</i> , and/or to <i>Work on Writing</i>
Sticky Notes	For students to "flag" places in text during guided reading instruction and during independent reading (<i>Read to Self</i> or <i>Read to Someone</i>)
Whiteboards, Magnetic/Plastic Letters, Wikki-Stix, Clay, Letter Stamps, Colored Markers/Pencils	To be used when students do <i>Word Work</i> making spelling words
Recorded Books (on tape, CD, or computer)	To be used when students <i>Listen to Reading</i>

This list does not include everything that can be used but suggested materials that schools and teachers should consider to get started. Our goal is to set our teachers and students up for successful implementation of reading workshop by providing guidance. Teachers are encouraged to use their own creativity in selecting materials and resources in their classroom. Some of the sample anchor charts are displayed after each week to give teachers an idea of how the anchor charts could look. It is best practice to create anchor charts with the students and not ahead of time. We encourage teachers who would like to get a head start to title each anchor chart including the graphics but wait to add the content while doing the lessons with students. This will help to make the learning organic and personalized to each classroom.

A note about the alignment between this guide and the Unit Planning Guides:

The First 25 Days of Reading Workshop is designed to be used in conjunction with the Unit Planning Guides. Use the Unit Planning Guides to inform the content and skills to be taught within each unit of instruction. The demonstration lessons explicitly outline the instruction that needs to take place during the time allocated for guided reading and workstations. It is our expectation that teachers teach the standards and skills outlined in the planning guides during the Word Study/Phonics, Read Aloud, and Reading Mini-Lesson portions of the literacy block.

**The ultimate goal is to establish these systems and procedures so that you are able to begin guided reading and conduct small group reading instruction successfully by the end of the first 25 days.

Reading Workshop Launch Week One	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> • Establish a Gathering Place • Model 3 Ways to Read a Book • Model how to select a Just Right book • Introduce Turn and Talk and Book Discussions • Introduce <i>Read to Self</i> 	<ul style="list-style-type: none"> • Move quickly and quietly to and from the gathering place • Practice the 3 ways of reading a book • Choose 3 appropriate books • Understand procedures for Turn and Talk and Book Discussions • Understand expectations and self-monitor during <i>Read to Self</i>
Day One – Demonstration Lessons	

Read Aloud – Introducing Transitions (10 Minutes)

- **"We will meet together for the first part of Reading Block. Our signal for large group meeting is _____ (i.e., bell, chimes, 3 claps, etc.). Our gathering place is located _____" (i.e., carpet area, reading corner, front of the room).**
- Use a timer to practice transitions with students. Note the decrease in transition time as the days progress.
- When students are at the gathering place, discuss the importance of good listening. Create an anchor chart of what good listening looks like (teacher will model examples and non-examples with student's input). Students can practice sitting in their learning positions. **"Let's make an anchor chart together and write down our ideas about what you think it might look like and sound like in our classroom when we meet in the gathering place."** For example: Criss-Cross Apple Sauce, LLP- Listening-Learning-Position, SLANT – Sit up, Sit still, Look at the speaker, Ask questions, Nod occasionally, Track with eyes
- **"Boys and girls, let's practice your ideas."** Have students return to their desks and pretend to work. After a couple seconds, signal students to come to the gathering place. Practice, going over the chart to see how they all did and check-in.
- Teach the following signals for an effective check-in: Thumbs-up, right in front of their heart, to signal if they know in their heart they are independent and successful with that behavior. Thumbs sideways if they thought they were somewhat independent and successful but could do better.
- Incorrect model – Ask someone to model the incorrect way to behave (usually a challenging student). Then ask the same student to model the appropriate behaviors.

Proceed with your Read Aloud lesson (10 Minutes) and your Reading mini-lesson (15 minutes).

3 Ways to Read a Book – Introduce 2 of the 3 ways to read a book (10 Minutes)

- **"Today class, we are going to learn two ways to read a book. Who knows what those ways are?"** Allow students to discuss what they think. Get responses from a few students.
- **"You are going to be detectives today and notice what it looks like and sounds like when we read a book two different ways. First, I will read a book using just the pictures. Pay close attention so you can turn and tell an elbow partner what you saw and heard when I'm finished."** Model reading the pictures by talking about each picture in the book.
- **"Reading the pictures is one way of reading a story. Boys and girls, what did you notice us doing?"** Allow students to discuss what they noticed. Get responses from a few students. Create an anchor chart titled **"3 Ways to read a book"**. Add: "1. Read Pictures" to the anchor chart.
- **"Now, see if you can tell what is the same and what is different after I read you the words of this book."** Read the text in the book and model metacognitive process of thinking aloud.
- **"This was our second way to read a story – reading the words. Okay, detectives, what did you notice?"** Allow students to discuss what they noticed. Get responses from a few students. Add: "2. Read Words" to the anchor chart.
- Transition to the lesson below, identifying *Read to Self* behaviors and expectations.

Read to Self – Read to Self Behaviors (30 minutes)

- **"Today we are going to practice *Read to Self*. We know that the most important thing we can do to become better readers who love to read is to spend lots of time practicing reading. Let's begin by making another chart, with our ideas of why it is so important that we read to ourselves."**
 - Top of chart - *Read to Self*
 - Under heading, write – Why: to become a better reader
- **"To become better readers is the reason why during our reading time, we will *Read to Self*. Why else do we read to ourselves?"** Allow discussion.
- Create a T-chart under "Why: to become a better reader." Write "students" on the top left and "teacher" on the top right. Brainstorm appropriate *Read to Self* behaviors. **"If our class were to do *Read to Self* independently, which means all by yourselves, what do you think it might look, sound, or feel like?"** (Record responses under "Students." Be sure "reading the whole time" is included.)
- **"These are all such good ideas. You already know a lot about how *Read to Self* looks, feels, and sounds."**
- What about the teacher? What would the teacher be doing?" Under "teacher" add: read with groups of children, read with children one at a time, listen to children read, and help children with their reading strategies.
- **"Now that we have talked about what *Read to Self* might look like, sound like, and feel like, is there anyone who would like to model, or show the class?"** Choose a student to model.
- **"Let's look while _____ models for us. Wow, _____ is certainly staying in one spot."** Point to anchor chart while observing each behavior. Provide applause. **"Who can tell us what you saw _____ doing while modeling *Read to Self*?"** Choose a few other models.
- Allow students time to use the anchor chart to practice *Read to Self* and "2 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing. Assign students to specific areas to practice reading independently.

Day Two – Demonstration Lessons

Read Aloud – Introduce Turn and Talk strategy (10 Minutes)

Introduce the Turn and Talk strategy and create an anchor chart. Explain to students that during the Read Aloud, they will be asked to turn to a shoulder partner and discuss their thinking. (Teachers should identify shoulder partners at this time.)

Turn and Talk procedures for the anchor chart:

- Listen to the teacher's question.
- Turn to your shoulder partner.
- Keep your eyes on your partner.
- Discuss and share your answer to the question.
- Build on each other's ideas.

Practice the Turn and Talk strategy 3 times using topics of student interest (i.e., What is your favorite animal? What is your favorite book? What did you do this summer?)

Have students explain the Turn and Talk procedures from the anchor chart. What went well? What can we improve on? Discuss.

Proceed with your Read Aloud lesson including Turn and Talk opportunities (10 minutes) and your Reading mini-lesson.

Use established signal to bring students to the gathering place.

3 Ways to Read a Book – Model the 3rd way to read a book (5 Minutes)

- Begin by reviewing the previous day's lessons. **"Please put a thumb in the air if you remember the two ways to read a book that we learned about yesterday. Please turn and tell your shoulder partner one of the ways, and see if he or she can remember the other way."** Allow students to talk to one another.
- **"Today, we are going to look at one last way to read a book, and that is 'retelling a story I read before.' This is the book I read to you yesterday. Because I read you the words and the pictures, it is still pretty fresh in my mind, so watch closely and I'll show you what it looks like and sounds like when you retell."** Go through the book page by page, retelling the book with much detail. Add ways to read a book: "3. Retell the Story" to the anchor chart.
- **"Did you notice that I used the pictures and what I remembered from reading the words to retell the story? It is a fun way to read a book, especially a favorite book! Today, when you build your stamina in *Read to Self* time, you may choose to read the words or the pictures, or retell a book you already read."**
- Transition to the lesson below, modeling how to select a just right book

Read to Self – Model selecting a just right book (10 Minutes)

- **"Good readers have a purpose when they choose a book. The purpose for choosing a book may be because you want to learn about a certain topic or just to read a book for fun. Today we will practice selecting the right books to *Read to Self*."** Discuss the importance of choosing books that interest us as well. Share a variety of books we are interested in and those we are not. Guide discussion to favorite genres, authors, and types of books that interest each student.
- Teacher models the following:
 - Choose a book that looks interesting from the cover. (Think aloud about how the cover looks interesting.)
 - Turn to the first page and read it to yourself. (Read aloud the first page with only two mistakes.)
 - Model struggling with just a few words, but find the book interesting. (Think aloud about how you only missed two words and the book was interesting.)
 - Put it in your book bag. Explain to students that a "just right book" meets the following criteria:
 - Interesting to you
 - You know most of the words
 - You can understand what you are reading
 - You could tell someone about the book
 - The words are not too easy, not too hard
 - Choose two more books.
- Select one student to model selecting a "Just Right Book." Discuss what the student did that matched the criteria. Then select another student to model.
- Allow students to practice selecting "Just Right Books" for their *Read to Self* (independent reading) time by going to the classroom library. This practice of selecting books can be called "Shopping for Books," "Book Hunting," "Book Selection," etc. Be creative and personalize it for your classroom. These books may be placed in personalized book bags, magazine boxes,

gallon-sized Ziploc bags, etc.

- Teachers can create an anchor chart explaining how to pick a just right book.
- Transition to *Read to Self* practice sessions.

Read to Self – Practice Time (30 minutes)

- Review the *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

Day Three – Demonstration Lessons

Read Aloud – Model Turn and Talk and Accountable Talk stems using a teacher selected book (10 Minutes)

Background Information for teachers on Accountable Talk: Talking is essential to learning, and when students actively engage with learning through talk, a substantial portion of instructional time will involve students in talk related to the core concepts that are being studied. Accountable Talk sharpens students' thinking by reinforcing their ability to use and create knowledge. Students engaged in accountable talk seek to clarify, support, and build upon their thinking about text and concepts. Facilitating book discussions at the end of each read aloud session will not only allow students to have meaningful discussions about text but give teachers an opportunity to address misunderstandings.

Practice moving to the gathering area to conduct a read aloud. Students then practice the Turn and Talk strategy during and after the read aloud using the following Accountable Talk stems:

- Can you say more?
- What is your evidence?
- I agree/disagree because...

Teachers may also create an anchor chart with Accountable Talk stems for students to reference.

Proceed with your Read Aloud lesson include opportunities for students to Turn and Talk, ensure that students are using the Accountable Talk stems. Proceed with teaching your Reading mini-lesson.

Use established signal to bring students to the gathering place.

Read to Self – Model previewing a book that is NOT a good fit because of interest (10 Minutes)

- Review demonstration lesson from the previous day. Select a student to model and explain how to select books that fit their interest.
- **"Today we will establish a routine for what we will do if a book is not a good fit."** Choose a book that looks interesting from the cover. (*Think aloud*)
- Turn to the first page and read it to yourself. (*Read aloud the first page with only two mistakes.*)
- Think aloud about how you don't like the book. Ask students, **"What will I do now, students?"**
- Return the book and look for another book.
- Select a student to model what to do if the book does not fit because of interest for the class. Discuss behaviors observed.
- Allow students to take turns going to the classroom library to select books and practice returning books that they are not interested in.
- The focus today is on returning books to their right place in the classroom library.
- Transition to *Read to Self* practice sessions.

Read to Self – Practice Time (20 Minutes)

- Review *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

Day Four – Demonstration Lessons

Read Aloud – Introduce Book Discussions (5 minutes after Read Aloud)

- Move students into the gathering place and proceed with your Read Aloud lesson, including opportunities for students to Turn and Talk and ensure that students are using the Accountable Talk stems.
- After the read aloud allow students to discuss the book. **"Good readers are able to talk about text that they have read or heard and make connections to their lives and others around them. _____ can you tell me about your reaction to what we just read?"** Choose one student to begin the conversation, then follow-up with, **"That feels important... let's stay with that idea for a bit."** Be prepared with great follow-up questions either to clarify thinking or to encourage students to think more deeply about the text.

- Remind students of the expectations in place for active listening, hearing from many voices, and determining who will speak next. The conversation gets kids to figure out the meaning or big idea of the book.
- Encourage students to use the Accountable Talk Stems.

Proceed with teaching your Reading mini-lesson.

Use established signal to bring students to the gathering place.

Read to Self – Model selecting a book that is too difficult (10 Minutes)

- Review demonstration lesson from the previous day. Select a student to model and explain how to select books that fit their interest.
- **"Today we will establish a routine for what we will do if a book is too difficult?"** Choose a book that looks interesting from the cover. *(Think aloud about how the cover looks interesting.)*
- Turn to the first page and read it to yourself. *(Read aloud the first page with more than 5 mistakes.)*
- Think aloud about how this book is too difficult to read independently.
- Model returning the book to its proper place
- Select a student to model what to do if the book does not fit because of interest for the class. Discuss behaviors observed.
- Allow students to take turns going to the classroom library to select books and practice returning books that they are not interested in.
- The focus today is on returning books to their right place in the classroom library.
- Transition to *Read to Self* practice sessions

Read to Self – Practice Time (30 Minutes)

- Review *Read to Self* anchor chart and assigned areas for students to practice reading independently. Allow students time to practice *Read to Self* using the books in their book bags and "3 ways to Read a Book" in 3-5 minute intervals. Debrief after each interval, reviewing what students should be doing and what the teacher is doing.

Day Five – Demonstration Lessons

Read Aloud – Review Day (15 minutes)

Using a teacher selected book for Read Aloud, practice transitions from student desks to gathering area, Turn and Talk strategy using Accountable Talk stems and discussion about the book. Monitor students and provide feedback.

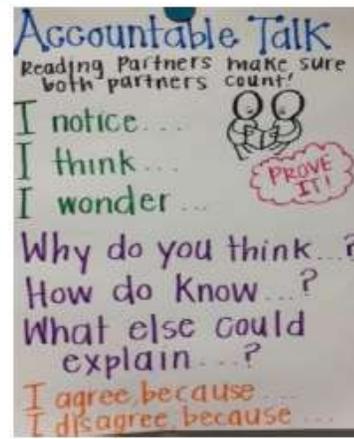
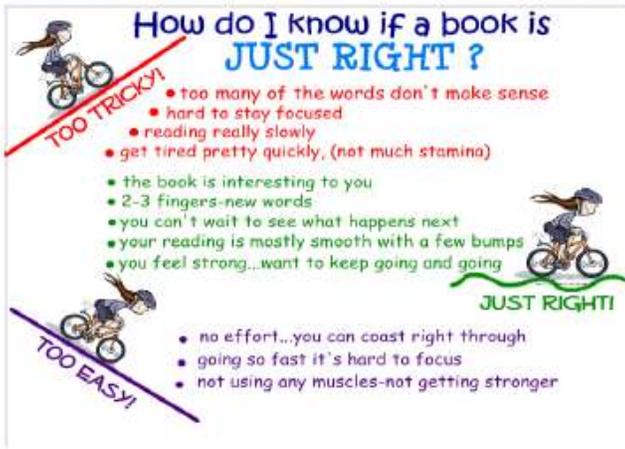
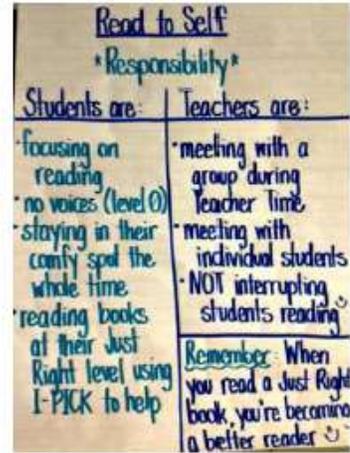
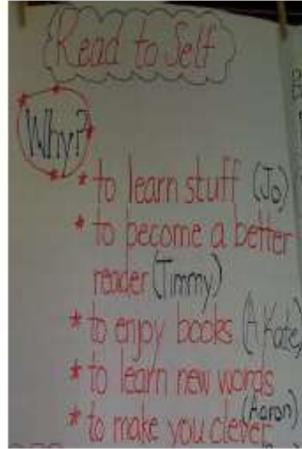
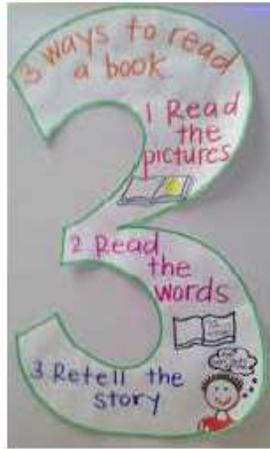
Proceed with teaching your reading mini-lesson.

Use established signal to bring students to the gathering place

Read to Self – Practice Sessions and Model completing the reading log (45 minutes)

- Review all anchor charts and allow students time to practice *Read to Self* using the books in their book bags.
- Allow for several sessions giving students 3 to 10 minutes to read quietly before debriefing. The brief after each interval should highlight positives noticed during the interval and areas needed for improvement. This debrief time should be very short.
- At the end of the *Read to Self* practice time, explain the following, **"It's the end of this rotation and my time is up for reading my *Read to Self* book today. I need to use my reading log so I can keep track of how much I am reading each day. I know good readers read lots of books, so I can record this information into my reading log in my Reading Notebook"** (Date, Title, Type of book/genre, Number of pages read, etc.). *The information recorded in the reading log will vary from grade to grade.*

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Two	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> Introduce <i>Read to Someone</i> Continue checking in with students at the gathering place Build stamina by gradually increasing the amount of time spend in independent practice Conduct one-on-one BOY Fluency assessment 	<ul style="list-style-type: none"> Understand expectations and self-monitor during <i>Read to Someone</i> Communicate which behaviors are independent and successful Practice <i>Read to Self</i>
Day One – Demonstration Lessons	
<p>Read Aloud (Continue to use established procedures for Read Aloud time. If necessary, repeat demonstration lessons from week one. Decisions should be based on your students. The First 25 Days of Reading Workshop can be modified to meet the needs of your students. You may have to go back to week one to reestablish routines for effective read aloud instruction.)</p> <p>Guided Reading Block – Use established signal to bring students to the gathering place</p> <p>Read to Self – Practice (15 minutes)</p> <ul style="list-style-type: none"> Review <i>Read to Self</i> anchor chart. Students will practice <i>Read to Self</i> (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief. <p>Introduce <i>Read to Someone</i> – Model correct behaviors (30 minutes)</p> <ul style="list-style-type: none"> “Before we brainstorm the behaviors expected when you <i>Read to Someone</i>, I’d like to teach you how to be good reading partners.” Create a <i>Read to Someone</i> anchor chart (T-Chart): “Student” and “Teacher” Select a student to model with you how to sit when they <i>Read to Someone</i>, so that elbows and knees are lined up, almost touching. This close proximity allows for children to read quietly and still be heard by their partners but not loud enough for 	

the rest of the class to hear. This sitting arrangement allows partners to look on and read the same book if they choose.

- **“See how easy it is for the two of us to share a book when we sit this way? Listen how quiet our voices can be when we sit this close.”** Model correctly and incorrectly. Add the following to the anchor chart under student side:
 - Sit EEKK-Elbow to Elbow, Knee to Knee
 - Use a soft voice
 - Read the entire time
 - Stay in one spot
 - Get started right away
 - Check for understanding
- **“Boys and girls, what do you think I will be doing while you all are reading to someone?”** Add the following to the anchor chart under the teacher side:
 - Work with students
- **“An important part of reading is being able to tell someone about what you have read. Think back to the books I have been reading to you. Put your thumb up if you remember seeing and hearing me stop at the end of every page or so to try to remember who I was reading about and what was happening. When we *Read to Someone*, we will be checking for understanding after we are done reading each page. Let me show you what that would look like. _____, will you help me?”**
- Select a student to model check for understanding. Have the student read. Then you summarize what he just read to you by saying, “_____, I just heard you read that_____.” Have the student indicate whether you are right or wrong. Then, switch roles. This time you should read and have the student summarize.
- If the student does not correctly summarize the reading, you can indicate that and read the page again.
- Review expectations for *Read to Someone* and select one to three sets of partners to come to the front with their book boxes and model the correct behaviors of *Read to Someone*, demonstrating how to take turns reading one page at a time and checking for understanding.
- Place children in locations to practice for three minutes. Signal them to return to the gathering and review *Read to Someone* chart and discuss. Repeat 3 minute practice, reviewing the expectations and behaviors observed.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Day Two – Demonstration Lessons

Use established signal to bring students to the gathering place.

Read to Self – Practice (15 Minutes)

- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Model Ways to Read to Someone (30 minutes)

- Review yesterday’s learning, asking students to turn to their elbow buddies and describe how their bodies look (EEKK) and what kind of voice we use while reading to someone.
- **“Today, before we practice again and work on building our stamina, I have another way to teach you about *Read to Someone*. Create a new anchor chart – “Ways to *Read to Someone*”**
- **“Yesterday when we read with our partners we had one person read while the other person followed along listening and checking for understanding. When the partner was finished reading his or her section, you switched jobs.”**
- Add “Check for Understanding – reading the same book: One partner reads while the other checks for understanding, then switch” to the anchor chart.
- **“Today we’re going to learn another way you might want to read books with your partner called “I Read, You Read”. One of you will read a page or a paragraph, and then your partner will read the exact same page or paragraph, trying to make the reading sound just like yours. The person who can read the words with little to no mistakes should go first. Can someone help me model this for the class?”**
- Select a student, begin reading aloud. Have the student follow along silently. Then, have the student read the same text, trying to make the pace and expression sound like the teachers’. After the student reads, the teacher will read the next page and the student will repeat.
- **“Class, this type of reading helps us to develop our reading fluency. Fluency is the ability to read text with speed, accuracy (which means correctly) and with proper expression. That’s why it is important that the person who makes the least**

mistakes read first.”

- Have students tell their elbow buddy how “I Read, You Read” helps them improve as readers.
- Add “I Read, You Read one book: One partner reads: the other partner reads the same part of the story. The most fluent reader reads first” to the anchor chart.
- Do repeated modeling, practice, and checking in to build stamina. Support students in choosing an appropriate reading spot for *Read to Someone*.

Day Three – Demonstration Lessons

Read to Self - Good Readers Ask Questions (15 Minutes)

- Show students (through thinking aloud) how you would mark the text with a question you have.
- Place a sticky note with a question mark on it in the text where you have a question.
- Ask students to use this same practice whenever they read. (*In the future, students can share these questions during “share” time.*)
- **“Okay, now it’s time for us to practice. Today as you *Read to Self*, use the sticky notes to identify where you have questions.”**
- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 to 7 minutes, 1 minute is added to each subsequent practice. Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Read to Someone – Model and practice *Read to Someone* focusing on Reading Different Books. (30 Minutes)

- **“There is one more strategy I would like to show you so you have choices when you *Read to Someone*. It is called ‘Read Two Different Books.’”**
- Add “Read Two Different Books – Two books: Partners read two different books and check for understanding” to anchor chart.
- **“For this *Read to Someone* choice, you and your partner can both have different books, yet still read as partners. Here is how it goes. Can I get someone to help me model this one? You get a book from your book box, and I’ll get a book from mine. What do you notice about our books?”** Allow students to share their responses with an elbow partner.
- **“My partner and I really want to read together, but my book is too hard for him. Even though my book is too hard for my partner, we can still be partners and enjoy each other’s books. Here’s how. My partner can read the first page of their book to me. I’ll keep my book closed with my finger marking my place. When you are finished reading the first page, I’ll check for understanding. Then, you’ll close your book, keeping your finger marking the page you’re on, and you’ll listen to me. When I am finished reading, you’ll check for understanding and then we’ll switch back again.”**
- Do repeated modeling, practice reading different books and checking in to build stamina. Support students in choosing an appropriate reading spot for *Read to Someone*.

Day Four – Demonstration Lessons

Read to Self - Practice (15 Minutes)

- Students will practice *Read to Self*. Remind students that they can use sticky notes to identify questions they have about the text, or if they find something of interest to them that they would like to share during the debrief time. When all students are successful with 3 - 7 minutes, 1 minute is added to each subsequent practice.
- Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Read to Someone – Practice (30 Minutes)

- Review the 3 different ways to *Read to Someone*.
- Partner up students and place them around the room. Allow students to decide together which of the three ways they will read. Allow students to practice for 3-5 minute intervals.

Day Five – Demonstration Lessons

Read to Self - Comprehension debrief after *Read to Self* (25 Minutes)

“Today we are going to practice a comprehension debriefing protocol after *Read to Self*. Please bring your book with you to the gathering place for us to practice when you hear the signal to transition.”

- Students will practice *Read to Self* (2-3 intervals). When all students are successful with 3 - 7 minutes, 1 minute is added to each subsequent practice.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency

assessment. Try to assess 3 students per day.

- Upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.

“One of the things that I love to do when I am reading a good book is talking to other people about my book. Let’s structure how we are going to talk about our books with our friends.”

Write the following sentence stems on the board:

Comprehension Debrief Protocol – After *Read to Self*

- My book is about...
- I want to read my favorite page (part) to you...
- It is my favorite page because...

Select a student to model how the conversation should go.

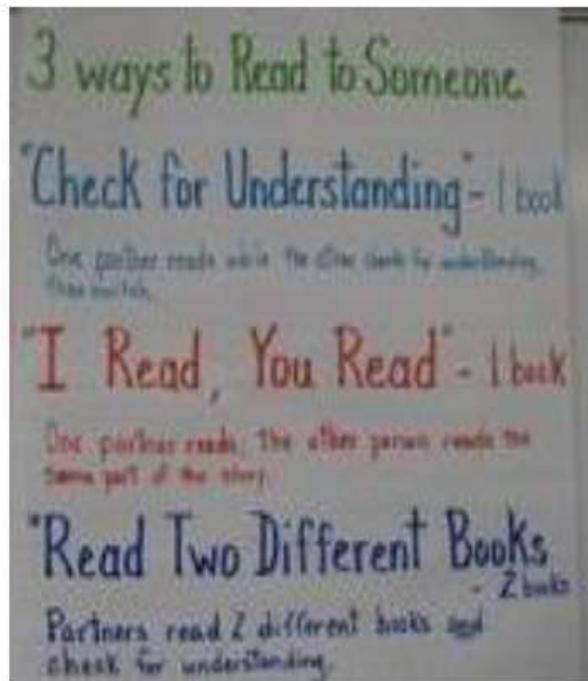
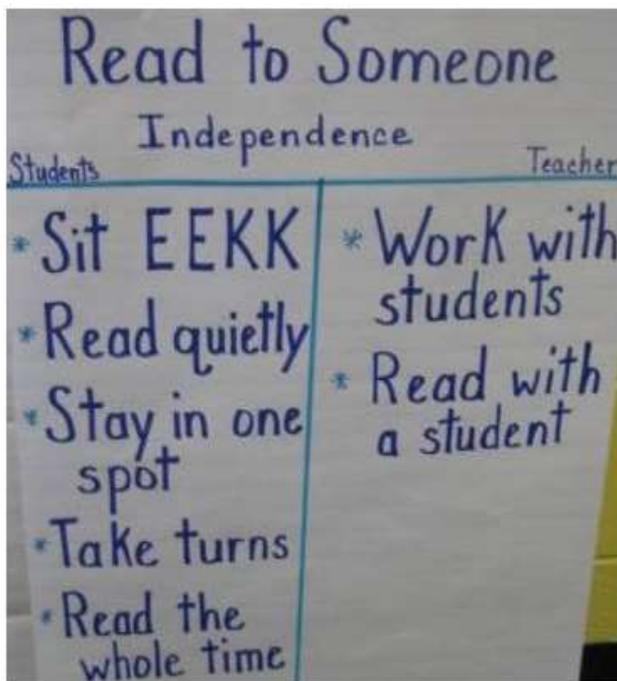
“What did you notice when my partner was talking to me?” Accept responses.

- Highlight that students should listen attentively, wait their turn, focus on the speaker, and actively participate in the discussion.
- Have students select a partner and practice the “comprehension debrief protocol.” Lean in as students are talking to one another.
- After each student has shared, wrap up the lesson by letting students know that occasionally they will be debriefing with each other and sometimes with you after *Read to Self*.

***Read to Someone* - Practice (20 Minutes)**

- Review and practice *Read to Someone* anchor charts. Review the 3 different ways to *Read to Someone*.
- Partner up students and place them around the room. Allow students to decide together which of the three ways they will read. Allow students to practice for 3-5 minute intervals.
- Debrief with students during each interval.

See below samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Three	
Teacher Goals	Student Goals
<ul style="list-style-type: none">• Continue checking in with students at the gathering place	<ul style="list-style-type: none">• Communicate which behaviors are independent and successful

<ul style="list-style-type: none"> • Provide students with short intervals of independent practice • Introduce <i>Word Work</i> • Introduce <i>Listen to Reading</i> • Create a workstation management chart • Conduct one-on-one BOY Fluency assessment 	<ul style="list-style-type: none"> • Practice <i>Read to Self</i> and <i>Read to Someone</i> • Experiment with words for learning and writing • Understand expectations and self-monitor during <i>Word Work</i> • Understand expectations and self-monitor during <i>Listen to Reading</i> • Use the workstation management chart
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Day One – Demonstration Lessons

Introduce *Word Work* (20 Minutes)

In order to facilitate this independent activity, teachers will need to have materials that students can utilize in the Word Work station. Work can be done in the word work section of students’ reading notebooks.

“Today we are going to learn the procedures for how to use our spelling materials. We are going to learn how to set them up, how to use them, and how to clean them up. It is important to spell words correctly when we write, because we care about our writing and the people who will read it. Spending time practicing spelling helps us become not only better spellers and writers, but also better readers. Do you know what else? It is fun! Let’s begin by looking at some of the materials we can use to practice spelling.”

Review materials that students can use in the station.

“Now let’s make an anchor chart with our ideas about ways to set up the materials and how to explore and use them.” Create a *Word Work* Anchor Chart with the following student behaviors:

- One person takes out the materials of his or her choice and sets them up in a quiet location.
- Stay in one spot.
- Work the whole time.
- Try your best.
- Work quietly.
- Get started quickly.

“Who would like to model setting up the materials using the ideas we came up with on our anchor chart?”

Choose one student per word work material to model. Place students around the room near the word work materials. Have that group of students practice for 2-3 minutes.

As they are working, have other students point out what they are doing based on the anchor chart. Signal students to leave the materials and come back to the gathering place for a check in. As you debrief, highlight positive behaviors observed.

“Boys and girls, today we are also learning how to pack up the materials so that they are ready for the next person who will work on words. Let’s make another anchor chart and label it ‘*Word Work—Material Cleanup Procedures.*’ Who has some ideas for how students in our room will clean up the materials?”

Allow students to discuss their ideas.

Create an anchor chart that includes the following:

- Everyone using materials helps put those materials away.
- Materials go back in the original tub.
- Return materials to the same spot.
- Leave the materials neat.
- Clean quietly.
- Get started on your new task quickly.

Send students back to their work locations and have students practice packing away their materials. Highlight correct behaviors observed. You may select another group of students to work on words. Repeat the procedures outlined while reviewing the expectations outlined on both anchor charts. *(All students may not have an opportunity to do the word work today. Keep track of students who did not have an opportunity so that they can model and practice tomorrow.)*

***Read to Someone and Read to Self – Practice* (25 Minutes)**

Begin practicing rotations and transitions between stations

- Divide your class in half. Explain that half of them will practicing *Read to Self* while the other half will be practicing *Read to Someone*.

- Review the anchor charts with expectations. Allow students to read independently for 3-5 minutes then upon hearing the signal students will transition from their “reading spots” and meet at the gathering place to debrief.
- During the debrief highlight behaviors that you noticed, reviewing expectations.
- Have students switch from *Read to Self* to *Read to Someone*. Allow 3-5 minutes of independent practice time then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Day Two – Demonstration Lessons

Word Work – Review Expectations (20 Minutes)

- Review the anchor charts developed for *Word Work*. Select another group of students to model and practice how to use and pack away materials.

Remember that students should be working with words from that week’s spelling/word study objectives. Use the resources from the planning guide to select your words and strategies.

- While students are working, other students will remain at the gathering place, taking notes on the observed behaviors.
- Bring students back to the gathering place to debrief.
- Select one more group of students to model and practice how to use and pack away materials. (*Ensure that all students have had the opportunity to model and practice how to use the word work materials.*)

Read to Someone and Read to Self – Practice (25 Minutes)

Begin practicing rotations and transitions between stations.

- Divide your class in half. Explain that half of them will practice *Read to Self* while the other half will be practicing *Read to Someone*.
- Review the anchor charts with expectations. Allow students to read independently for 3-5 minutes, then upon hearing the signal, students will transition from their reading spots and meet at the gathering place to debrief.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students switch from *Read to Self* to *Read to Someone*. Allow 3-5 minutes of independent practice time, then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.

Day Three – Demonstration Lessons

Read to Someone – Practice Coaching each other (15 Minutes)

- **“Today we are going to learn a bit about being a reading coach. Raise your hand if you have ever been reading with a partner and came to a word you didn’t know or if your partner came to a word that they didn’t know. The trick is to know when someone wants help or wants to do it alone. Good reading coaches don’t just step in and tell their partners the words right away. That doesn’t help them become better readers! Here is what it looks like to be a good reading coach.”**
- Create an anchor chart entitled “Reading Coach” and add the following:
 - Count silently to three before assisting.
 - Ask, “Do you want coaching or do you want time?”
 - If coaching, use cues to help your partner.
 - If time, sit patiently and wait.
- Select a student to be your partner and model what to do if a partner needs help during *Read to Someone*.
- Review anchor chart and highlight behaviors.

“As you all are working independently in your stations, I will be coming around to visit with you and let you know how you are doing. Practice being a good reading coach and an independent student who knows exactly what he/she should be doing.”

Read to Someone, Read to Self and Word Work – Practice (30 Minutes)

Continue practicing rotations and transitions between practice stations.

“For the past two days, we have been practicing working independently on two different reading tasks. Today I’d like to try 3. Some of you will *Read to Self*, *Read to Someone*, and *Word Work*. I have created this chart to show you all where you go for each rotation. I will use the signal to tell you all when to come to the gathering place to debrief. We will be debriefing after each rotation. Does anyone have any questions before we begin?” Address questions.

- Review the anchor charts with expectations. Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.

- Walk around and provide students with feedback on observed behaviors and also talk to students about what they are reading or doing.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students proceed to their next station. Allow 7 minutes of independent practice time, then signal for students to come to the gathering place to debrief.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat one more rotation with 7 minutes of independent work time. Signal and debrief in the gathering place.

“Well, we have completed our first day with 3 rotations. Let’s talk about what worked and what didn’t and set some goals for tomorrow, when we will be introducing one more station”

- Have students talk about what worked and what didn’t. Make a list of goals for the next day.

Day Four – Demonstration Lessons

Introduce *Listen to Reading* (10 Minutes)

In order to facilitate this independent activity, teachers will need to identify an effective mode for allowing students to listen to reading. Some options include headphones, books on tapes, books on CD with a CD player, books on the computer, etc. Each classroom teacher needs to develop a system, identifying how many students can “listen to reading” at one time. The following demonstration lesson should be done with the entire class.

- **“Today we will be learning how to be independent with *Listen to Reading*. Let’s begin by talking about why we would listen to reading. Turn to your elbow partner and talk to them about why it would be helpful to listen to reading.”** Discuss responses.
- **“There are a couple of things that I would like you all to do when you work independently in *Listen to Reading* and they are as follows...”** Create a *Listen to Reading* anchor chart with the following student behaviors:
 - Get out materials.
 - Listen to the whole story.
 - Listen to another story if time permits.
 - Follow along with pictures and/or words.
 - Stay in one spot.
 - Listen quietly.
 - Get started quickly.
 - Put materials away neatly.
- **“Just like we have done before, let’s see if there is someone who can model the right way to *Listen to Reading*.”**
- Select a student to model and practice material setup of tape/CD recorder, book, and using headphones correctly. Computers may also be used. Have student practice listening and following along with words and/or pictures.
- Debrief with students and discuss behaviors demonstrated. Highlight how students returned materials to their proper location.
- Select a few students to practice *Listen to Reading*. Stay out of the way of children’s reading. No eye contact or managing by proximity at this time. Teacher may practice sitting at the guided reading or assessment spot. Because this is engaging, students will have much more stamina to stick with this task right from the start.
- Place other students in *Read to Self*, *Read to Someone*, and *Word Work* stations.

***Read to Someone, Read to Self, and Word Work - Practice* (35 Minutes)**

Continue practicing rotations and transitions between stations.

“While these students are practicing working independently in the *Listen to Reading* station, I’d like everyone else to work in the other 3 stations. Just like yesterday, some of you will be going to *Read to Self*, *Read to Someone*, and *Word Work*. Use the chart to see where you need to go for each rotation. I will use the signal to tell you all when to come to the gathering place to debrief. We will be debriefing after each rotation. Does anyone have any questions before we begin?” Address questions.

- Review the anchor charts with expectations. Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.
- Walk around and provide students with feedback on observed behaviors and also talk to students about what they are reading or doing.
- During the debrief, highlight behaviors that you noticed, reviewing expectations.
- Have students proceed to their next station. Allow 7 minutes of independent practice time, then signal for students to come to the gathering place to debrief.

- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat two more rotations with 7 minutes of independent work time. Signal and debrief in the gathering place.

“Today, we have completed our first day with 4 rotations. Let’s talk about what worked and what didn’t and set some goals for tomorrow.”

- Have students talk about what worked and what didn’t. Make a list of goals for the next day.

Day Five – Demonstration Lessons

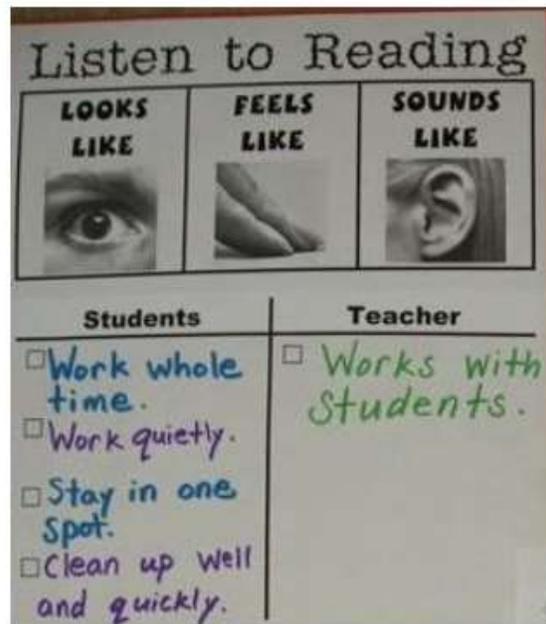
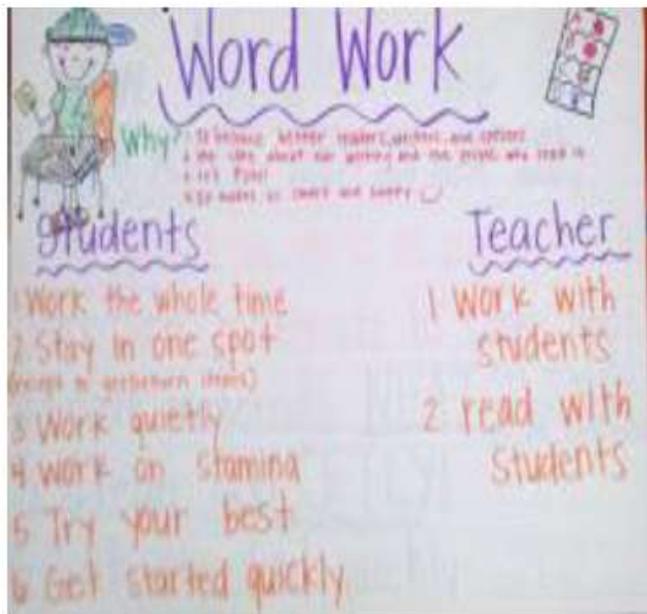
Practice 2-3 minute check-ins (5 Minutes to introduce)

“Boys and girls, for the past three weeks we have been establishing routines and procedures for working independently on improving our reading skills. Today, I would like to use all of our time to practice working in our assigned stations and having a 2 minute check-in between rotations. This is a great time for you all to tell me and your classmates about what you were doing while in your independent station. Each time, I will only call on one or two people to share or sometimes I may spend the two minutes telling you all about something that I noticed. Please use the chart to identify where you will be starting rotations and listen for the signal to come back to the gathering place.”

Listen to Reading, Word Work, Read to Self, and Read to Someone – Practice (40 Minutes)

- Allow students to work independently for 7 minutes, then upon hearing the signal, students will transition from their work locations and meet at the gathering place to debrief.
- When students come to the gathering place, set the timer for 2 minutes and select a student to discuss their independent work that they were working on. Highlight good behaviors observed.
- Have students proceed to their next station. Allow 7 minutes of independent practice time then signal for students to come to the gathering place to check-in.
- While students are reading independently, pull one student at a time to conduct the Beginning of the Year Fluency assessment. Try to assess 3 students per day.
- Repeat 2 more rotations with 7 minutes of independent work time. Signal and check-in for 2 minutes in the gathering place.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Four	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> • Introduce <i>Work on Writing</i> • Continue checking in with students at the gathering place • Build stamina by gradually increasing the amount of time 	<ul style="list-style-type: none"> • Understand expectations and self-monitor during <i>Work on Writing</i> • Communicate which behaviors are independent and

spent in independent practice	<ul style="list-style-type: none"> successful Practice <i>Read to Self, Listen to Reading, Word Work, and Read to Someone</i>
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Day One – Demonstration Lessons

Introduce *Work on Writing* (20 Minutes)

“Today we are going to begin our very first day of *Work on Writing*. I know that we have been writing every day during Writing Workshop but we will be doing *Work on Writing* every day as well. Turn to an elbow partner and talk over why you think it is so important to write every day.”

Create a *Work on Writing* anchor chart with the following student behaviors:

- Write the whole time.
- Stay in one spot.
- Work quietly.
- Have choice of what to write.
- Get started quickly.
- Underline words we’re not sure how to spell and move on.

“I’d like to show you all the materials that may be used while you *Work on Writing* and how to correctly use these materials.”

The following materials may be used: notebook, pencil or pen, drawing or sketching pencils, markers, gel pens, etc.

- Introduce the materials to use during *Work on Writing* and how the materials should be used.

“Now, I am going to give you all some time to practice *Work on Writing*. Today I want you to select a piece of text to write about. You can write about the book I read to you all during the read aloud, or any of the books that you read during *Read to Self or Read to Someone*. You can use one of the following sentence stems:

This book made me think of because

My favorite part of the book was.... because

In my mind I see from this text because

I learned because

I liked/didn’t like because”

- Write the sentence stems on the board and send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After 7 minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with Working on Writing.

***Read to Self, Read to Someone, Word Work, and Listen to Reading* – Practice (25 minutes)**

- Continue practicing rotations and transitions between stations. Do not include *Work on Writing* today.

Day Two – Demonstration Lessons

***Work on Writing* – Strategy for words you can’t spell (20 Minutes)**

- **“Yesterday, we practiced *Work on Writing* and the last thing that I put on our anchor chart was “Underline words we’re not sure how to spell and move on.” This is exactly the same thing that we do during Writing Workshop. When writers in our room come to a word they don’t know how to spell, they just write the sounds they hear, put a line under it so they can come back to it later, and then keep writing.”**
- Model what to do when writing words they can’t spell. Think aloud the following: “Last night the weirdest thing happened to me...” **“Boys and girls, let’s say that is the sentence I want to write but I don’t know how to spell *weirdest*. What should I do?”**
- Start writing the sentence on your chart tablet or on the board. Ask students to help you sound out the word *weirdest*, write the sounds they tell you, then underline the word and complete the sentence.
- **“Now, I am going to give you all some time to practice *Work on Writing*. Today I want you to write about anything you choose. You can write about what you did yesterday after school, a show you saw on TV, a book you read, anything. But I want you to practice what you should do when you get to a word you can’t spell.”**
- Send students to write independently at their desks. As students are working, walk around and monitor them. Offer assistance as needed.
- After 7 minutes, signal for students to come to the gathering place.
- Debrief with student to identify any struggles or concerns that they may have with *Working on Writing*.
- If time permits, allow a few students to share what they wrote and identify what words they had trouble spelling.

Read to Self, Read to Someone, Word Work, and Listen to Reading – Practice (25 minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 5 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.
- Do not include *Work on Writing* today.

Day Three – Demonstration Lessons

Ask Three Before Me (10 Minutes)

(You might have to ask a few students to help you with this ahead of time.)

“Boys and girls, sometimes while you are working independently, questions may come up that you need help with. You will want to come and ask me for help but I will be working with a group of students or in a conference with one of your classmates. When this happens, I would like you to ask 3 students before you ask me.”

- Model (from the perspective of a student) having a question about an activity in one of their stations.
- Model asking one child who attempts to help you but cannot.
- Then, model asking another who cannot help.
- Finally, ask a third student who gives you an answer.
- You may create an anchor chart or a visual to serve as a reminder for students. As students work in the stations today, you should conference with students individually while monitoring the students.

Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice (35 Minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 5-7 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.

Day Four – Demonstration Lessons

Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice (45 Minutes)

- Continue practicing rotations and transitions between stations. Set the timer for about 7 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to.
- Explain to students that they will be spending more time doing each of the activities in their stations as time progresses but your goal is to make sure that they know what to do while they are in each station without your help.

Day Five – Demonstration Lessons

Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing – Practice (40 Minutes)

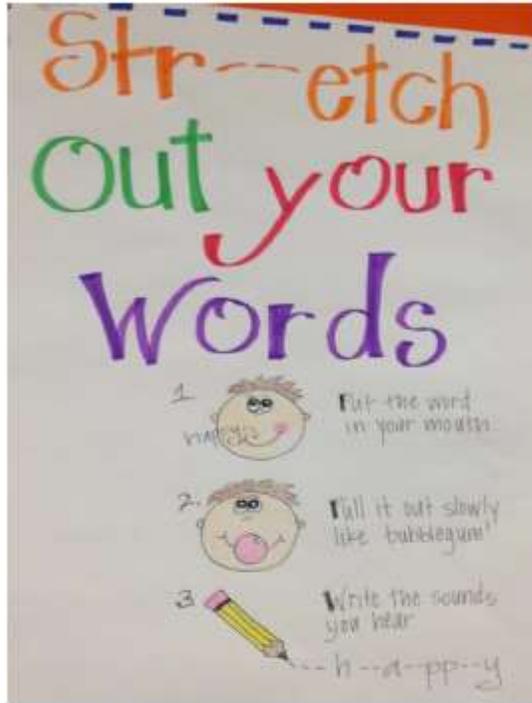
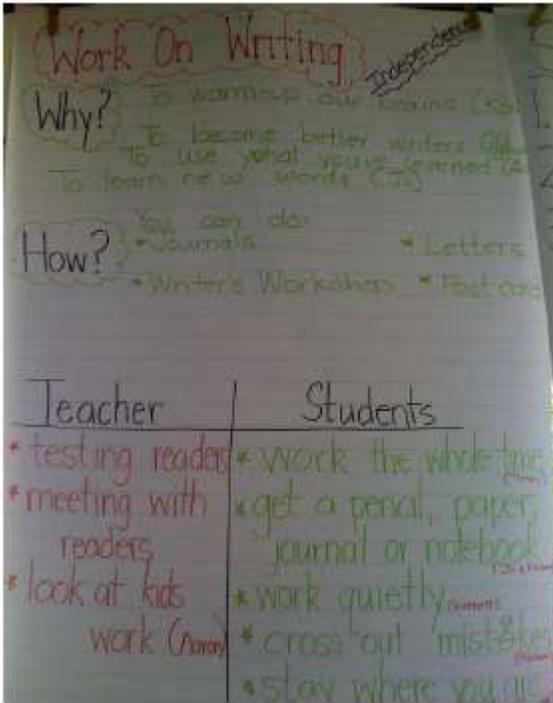
- Continue practicing rotations and transitions between stations. Set the timer for about 7 minutes per station with 2 minute check-ins in between.
- Use your check-ins to debrief with students, highlighting students who are doing exactly what they are supposed to do.

Reflection (5 Minutes)

(Teacher and students evaluate their work and behavior during independent time.)

- Are you meeting the goals of independent work time? Can students work independently without causing any disruptions? Are students using the materials correctly? Do they know where everything goes? Can students tell you why each station is important to them as readers and writers?
- Do you need support in any area? What’s working in your classroom and what’s not? Do you have a classroom community of readers? Are there areas where students may need more support or a refresher? Are students unclear about any of the expectations?
- Set a goal for next week.

Below are samples of potential anchor charts that can be created as part of the demonstration lesson for this week.



Literacy Block Launch Week Five	
Teacher Goals	Student Goals
<ul style="list-style-type: none"> Evaluate independence Work with small groups 	<ul style="list-style-type: none"> Communicate which behaviors are independent and successful Exhibit appropriate behaviors during small groups
<ul style="list-style-type: none"> This week, you will start to pull your guided reading groups as outlined in the schedule below. The schedule allows you to still monitor your students while working with a small group, as you will not be pulling a group during each rotation until the last day. You will notice a range of time for each rotation. This range takes into account the differences in time that is developmentally appropriate for each grade level. Kindergarten students should be in a guided reading group or station for about 10 minutes because of their attention span. 5th graders should be in groups for about 20 minutes. By now, you should have a sense of how long your students can work independently without losing focus. Ensure that you 	

are adequately prepared for each of your groups by planning ahead using the resources and guides that are available.

TEACHER SCHEDULE

Monday or Day One: Pull one group during Rotation 2. During Rotations 1 and 3, evaluate independence.

Tuesday or Day Two: Pull one group during Rotation 3. During Rotations 1 and 2, evaluate independence.

Wednesday or Day Three: Pull one group during Rotation 1. During Rotations 2 and 3, evaluate independence.

Thursday or Day Four: Pull one group during Rotation 1 and one group during Rotation 3. During Rotation 2, evaluate independence.

Friday or Day Five: Pull one group during each rotation.

SUGGESTED DAILY/WEEKLY ROTATION SCHEDULE

Monday (Day One)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 1	Group 2	Group 3
<i>Read to Someone</i>	Group 2	Group 3	Group 4
<i>Listen to Reading</i>	Group 3	Group 4	Group 5
<i>Work on Writing</i>	Group 4	Group 5	Group 1
<i>Word Work</i>	Group 5	Group 1	Group 2

Tuesday (Day Two)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 4	Group 5	Group 1
<i>Read to Someone</i>	Group 5	Group 1	Group 2
<i>Listen to Reading</i>	Group 1	Group 2	Group 3
<i>Work on Writing</i>	Group 2	Group 3	Group 4
<i>Word Work</i>	Group 3	Group 4	Group 5

Wednesday (Day Three)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 2	Group 3	Group 4
<i>Read to Someone</i>	Group 3	Group 4	Group 5
<i>Listen to Reading</i>	Group 4	Group 5	Group 1
<i>Work on Writing</i>	Group 5	Group 1	Group 2
<i>Word Work</i>	Group 1	Group 2	Group 3

Thursday (Day Four)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 5	Group 1	Group 2
<i>Read to Someone</i>	Group 1	Group 2	Group 3
<i>Listen to Reading</i>	Group 2	Group 3	Group 4
<i>Work on Writing</i>	Group 3	Group 4	Group 5
<i>Word Work</i>	Group 4	Group 5	Group 1

Friday (Day Five)	Rotation 1 10-20 minutes	Rotation 2 10-20 minutes	Rotation 3 10-20 minutes
<i>Read to Self</i>	Group 3	Group 4	Group 5
<i>Read to Someone</i>	Group 4	Group 5	Group 1
<i>Listen to Reading</i>	Group 5	Group 1	Group 2
<i>Work on Writing</i>	Group 1	Group 2	Group 3
<i>Word Work</i>	Group 2	Group 3	Group 4

Teacher Name: _____

Date/Time: _____



**After The First 25 Days of Reading Workshop
Observation Checklist**

What's Happening	
Whole group mini-lesson	
Checking in at the gathering place	
Guided reading/small group instruction	
Teacher conferring with one student	
Teacher assessing one student	
Students using principled habits of <i>Read to Self</i> , <i>Read to Someone</i> , <i>Work on Writing</i> , <i>Word Work</i> , and <i>Listen to Reading</i>	
The Learning Environment	Yes/No
Is there an established gathering place for students to meet?	
Is the small group teaching table ready for guided reading/small groups?	
Are anchor charts displaying principled habits for independent practice used as teaching tools?	
Do you see a classroom library with categories and/or levels clearly labeled?	
Are there books displayed in a way to "sell" new books to students?	
Whole Group Instruction	Yes/No/NA
Word Study/Phonics	
Phonics (K-2): Is the teacher providing instruction about sound/symbol relationships?	
Phonics (K-2): Are students practicing targeted sounds to read and spell words?	
Phonics (K-2): Are students using letter tiles or magnetic letters to work with words?	
Word Study (3-5): Is teacher providing instruction about correspondences, syllabication patterns, and morphology of multi-syllabic words?	
Word Study (3-5): Are students practicing skills relating to vocabulary development?	
Word Study (3-5): Are students using word sorts to determine and practice patterns?	
All (K-5): Is the instruction challenging enough to maintain student interest yet attainable for most students?	
Read Alouds – Reading to Students	
Is there evidence the teacher planned the read aloud?	
Does the teacher launch the book by creating interest?	
Does the teacher set the thinking job for the students?	
Does the teacher stop to model thinking and ask questions?	
Does the teacher ask students to "turn and talk" before answering questions?	
Mini-Lesson – Comprehension Skills and Strategies	
Is the lesson focus standard clearly displayed?	
Is the learning target clearly displayed and explained to students?	
Are students reminded of how today's lesson is part of an ongoing unit of study?	
Is the mini-lesson linked to ongoing work for the day?	
Does the lesson last less than 15 minutes?	
Mini-Lesson – Debriefing (2-3 minutes)	
Are students given an opportunity to share what they learned during previous rotations?	
Are students given an opportunity to talk about what went well during previous rotations?	
Are students encouraged to share what they need to work on to support their work?	

Guided Reading/Small Group Instruction	Yes/No/NA
Small Group Instruction	
Is the teacher meeting with a small group of students?	
Are the other students working independently and not interrupting the teacher?	
Is there evidence of planning and record keeping?	
Small Group Instruction – Before Reading (3-4 minutes)	
Are students making connections to story/text topic using partner talk?	
Does the teacher give a short summary/gist statement or cover information?	
Does the teacher frontload new words or text characteristics?	
Does the teacher set a clear purpose for the reading?	
Small Group Instruction – During Reading (7-8 minutes)	
Are students whisper-reading <i>independently</i> – not chorally, not round robin?	
Are all students reading the same book at an instructional level – 93-96% accuracy?	
Is the teacher listening to individual students read and taking anecdotal notes?	
Does the teacher provide “just in time” intervention?	
Small Group Instruction – After Reading (3-4 minutes)	
Does the teacher facilitate a discussion around a text dependent question?	
Does the teacher address an instructional need identified as students read and discuss the story?	
Work Stations	
Do students get started right away?	
Do students stay in one place?	
Are students engaged in <i>Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading</i> ?	
Are students reading, writing, and speaking during the entire block?	
Do you hear purposeful noise or conversation – quiet, but not silent?	
Are students reading text on their independent level – 97-100% accuracy?	

Comments:

FIRST GRADE Year-At-A-Glance, 2019-2020

SEMESTER 1 August 5 – December 20, 2019																			
FIRST 25 DAYS																			
	Aug 5-9	Aug 12-16	Aug 19-23	Aug 26-30	Sept 3-6	Sept 9-13	Sept 16-20	Sept 23-27	Sept 30-Oct 4	Oct 7-11	Oct 14-18	Oct 21-25	Oct28-Nov 1	Nov 4-8	Nov 11-15	Nov 18-22	Dec 2-6	Dec 9-13	Dec 16-20
BALANCED LITERACY																			
RA	CC Unit 1 – Communities & Relationships						CC Unit 2 – Folklore and Literary Tradition						CC Unit 3 – Living Things						
ML	RL1		RL2		RL3		RL4		RL5	RL6	RL7 & RL9		RI1		RI2		RI3		
PH	Wilson Orientation	Wilson Unit 1			Wilson Unit 2		Wilson Unit 3		Wilson Unit 4		Rev/Rem	Wil Unit5	Wilson Unit 6			Wilson Unit 7		Rev/Rem	
WW	Traits - Getting Started Unit				Traits – Info/Expl				RC1	Traits - Nar			RC2	Traits – Info/Expl		RC3			
SOCIAL STUDIES																			
	Connecting Themes		Our National Heritage		A Changing Country						Inventors in the United States								
SCIENCE																			
Plants, Animals, and Weather (24 weeks or throughout the year)																			
NWEA-MAP BOY														NWEA-MAP MOY					
BL Common							BL Common							BL Common					

SEMESTER 2 January 7 – May 15, 2020																		
	Jan 7-10	Jan 13-17	Jan 21-24	Jan 27-31	Feb 3-7	Feb 10-14	Feb 17-21	Feb 24-28	Mar 2-6	Mar 9-13	Mar 23-27	Mar30-Apr3	Apr 6-10	Apr 13-17	Apr 20-24	Apr27-May1	May 4-8	May 11-15
BALANCED LITERACY																		
RA	CC Unit 5 – Inspired by True Stories						CC Unit 4 – A Sense of Self						CC Unit 6 – Genre Study					
ML	RI4	RI5 & RI6		RI7 & RI8		RI9	RL1 & RL2		RL3	RL4-RL6		RL7&9	RI1-RI3		RI4-RI6	RI7-RI9		
PH	Wilson Unit 8	Wilson Unit 9		Wilson Unit 10			Wilson Unit 11			Wilson Unit 12			Wilson Unit 13		Wilson Unit 14			
WW	Traits – Nar		RC 4	Traits – Info/Expl		RC5	Traits - Nar		RC6	Traits – Info/Expl		Traits – Wrapping Up						
SOCIAL STUDIES																		
	Community Helpers								We are Alike, We are Different									
SCIENCE																		
Light and Sound (8 weeks)										Magnets (4 weeks)								
Plants, Animals, and Weather (24 weeks or throughout the year)																		
NWEA-MAP MOY					BL Common							BL Common					NWEA-MAP EOY	
BL Common							BL Common							BL Common				

KEY: RA – Read Aloud ML – Reading Standard Mini-Lesson PH – Phonics Instruction WW – Writers’ Workshop
 Assessment dates are not final – they are included to give an idea of when to expect assessments



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Videos

[Lucy Calkins: Writer’s Workshop Mini-lessons](#)
[Lucy Calkins: Reader’s Workshop Mini-lesson](#)

Descriptive Peer Feedback (Austin’s Butterfly):
[Building Excellence in Student Work](#)

[Scholastic Digital Manager](#)
[Balanced Literacy Padlet](#)

Instructional Strategies/Resources

[FCRR – grade k&1 Center Activities Resources for the Teacher – Classroom Strategies](#)

Guided Reading

[Jan Richardson Resources](#)
[NSFGR Teaching Videos & Appendix](#)
 (password: results)

Quarter 1 • Aug 5 – Oct 11

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Orientation: Aug 5 – Aug 9 (1 wk)</p> <p>Unit 1: Aug 12 – Aug 30 (3 wk)</p> <p>Unit 2: Sept 3 – Sept 13 (2 wk)</p> <p>Unit 3: Sept 16 – Sept 27 (2 wk)</p> <p>Unit 4: Sept 30 – Oct 4 (2 wk)</p> <p>Assessments: Unit Test with each unit</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 1: Aug 5 – Sept 13 Communities & Relationships: <i>My Family & Me</i> (complete unit, 6 Weeks)</p> <p>CC Unit 2: Sept 16 – Oct 25 Folklore and Literary Tradition: <i>Stories with a Moral</i> (first 4 weeks of unit)</p> <p>Science Topics: <i>Plants, Animals & Weather</i>, 8/5- 12/20 (24 wk or throughout the year)</p> <p>Social Studies Topics: <i>Our National Heritage</i>, 8/19-9/6 <i>A Changing Country</i> 9/9-10/18</p>	<p>Daily Mini-Lesson – 20 min CC Unit 1: ELAGSE1RL1 – ELAGSE1RL3 CC Unit 2: ELAGSE1RL4 – ELAGSE1RL6</p> <p>Workstation Rotations – 45-60 min</p> <ul style="list-style-type: none"> • First 25 Days (Sept 6) - Follow 25 Day Plan • After first 25 days <ul style="list-style-type: none"> <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology <p>Daily Closing – 5 min</p> <p>Assessments</p> <p>Performance Tasks: 1RL1-1RL6 Reading Learning Checkpoint: 9/9-9/20 BL Unit 1: 1RL1-3 (see ACORN/Assess folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 1 – Getting Started Aug 5 – Sept 6 (5-week unit)</p> <p>Traits Unit 2 – Informative/Explanatory Sept 9-Oct 4 (3-week unit)</p> <p>Traits Reality Check 1 Oct 7-11 (1 week)</p> <p>Independent Writing – 20-30 min Students writing &/or conferring with peers/teacher</p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): BOY Benchmark Paper, <i>Beginning Writers Continua – All Traits</i></p>



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Quarter 2 • Oct 14 – Dec 20

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Review/Remediate Oct 14-Oct 18 (1 wk)</p> <p>Unit 5: Oct 21 – Oct 25 (1 wk)</p> <p>Unit 6: Oct 28 – Nov 15 (3 wk)</p> <p>Unit 7: Nov 18 – Dec 13 (3 wk)</p> <p>Review/Remediate Dec 16 – Dec 20 (1 wk)</p> <p>Assessments: Unit Test with each unit</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 2: Sept 16 – Oct 25 Folklore and Literary Tradition: <i>Stories with a Moral (remaining 2 weeks of unit)</i></p> <p>CC Unit 3: Oct 28 – Dec 20 Living Things: <i>Strong and Healthy (complete unit, 6 weeks)</i></p> <p>Science Topics: <i>Plants, Animals & Weather, 8/5 - 12/20 (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>A Changing Country 9/10-10/18</i> <i>Inventors in the United States 10/21 - 12/20</i></p>	<p>Daily Mini-Lesson – 20 min CC Unit 2: ELAGSE1RL7 – ELAGSE1RL9 CC Unit 3: ELAGSE1RI1 – ELAGSE1RI3</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments: Performance Tasks: 1RL7- 1RL9; 1RI1- 1RI3 Reading Learning Checkpoint: BL Unit2: RL4-9 – 10/21-11/1 BL Unit3: RI1-3 – 12/9-12/20 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 3 – Narrative: Oct 14 - Nov 1 <i>(3-week unit)</i></p> <p>Traits Reality Check 2: Nov 4 – Nov 8 <i>(1 week)</i></p> <p>Traits Unit 4 – Informative/Explanatory: Nov 11 – Dec 6 <i>(3-week unit)</i></p> <p>Traits Reality Check 3: Dec 9 - Dec 20 <i>(2 week)</i></p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): <i>Beginning Writers Continua – All Traits</i></p>



Quarter 3 • Jan 7 – Mar 13

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 8: Jan 7 – Jan 17 (2 wk)</p> <p>Unit 9: Jan 21 – Jan 31(2 wk)</p> <p>Unit 10: Feb 3 – Feb 21 (3 wk)</p> <p>Unit 11: Feb 24 – Mar 13 (3 wk)</p> <p>Assessments: Unit Test with each unit</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 5: Jan 7 – Feb 21 Inspired by True Stories: <i>It Happened to Me</i> (complete unit, 7 Weeks)</p> <p>CC Unit 4: Feb 24 – Apr 10 A Sense of Self: <i>Taking Responsibility</i> (first 3 weeks of unit)</p> <p>Science Topics: <i>Light & Sound, 1/7-3/13</i> <i>Plants, Animals & Weather, 8/8- 12/20 (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>Community Helpers, 1/3-3/13</i></p>	<p>Daily Mini-Lesson – 20 min CC Unit 5: ELAGSE1RI4 – ELAGSE1RI9 CC Unit 4: ELAGSE1RL1 - ELAGSE1RL3</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments: Performance Tasks: 1RI4 - 1RI9; 1RL1- 1RL3 Reading Learning Checkpoint: BL Unit5: RI4-9 – 2/17-2-28 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 5 – Narrative: Jan 7 – Jan 24 (3 week unit)</p> <p>Traits Reality Check 4: Jan 27 – Jan 31 (1 week)</p> <p>Traits Unit 6 – Informative/Explanatory: Feb 3 – Feb 21 (3 week unit)</p> <p>Traits Reality Check 5: Feb 24 – Feb 28 (1 week)</p> <p>Traits Unit 7 – Narrative: Mar 2 – Mar 13 (weeks 1 & 2 of 3 week unit)</p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): MOY Benchmark Paper, <i>Beginning Writers Continua – All Traits</i></p>



Quarter 4 • March 23 – May 15

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 12: Mar 23 – Apr 10 (3 wk)</p> <p>Unit 13: Apr 13 – May 1 (3 wk)</p> <p>Unit 14: May 4 – May 15 (2 wk)</p> <p>Assessments: Unit Test with each unit</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 4: Mar 23 – Apr 10 A Sense of Self: <i>What I Can Do</i> (remaining 3 weeks of unit)</p> <p>CC Unit 6: Apr 13 – May 15 Genre Study: <i>Animal Stories</i> (complete unit, 6 Weeks)</p> <p>Science Topics: <i>Magnets</i>, Mar 23 – May 15 (4 weeks) <i>Plants, Animals & Weather</i>, 8/8-12/20 (24 wk or throughout the year)</p> <p>Social Studies Topics: <i>We are Alike, We are Different</i>, 3/23-5/15</p>	<p>Daily Mini-Lesson – 20 min CC Unit 4: ELAGSE1RL4 – ELAGSE1RL9 CC Unit 6: ELAGSE1RI1 – ELAGSE1RI9</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments: Performance Tasks: 1RL4 - 1RL9; 1RI1- 1RI9 Reading Learning Checkpoint: BL Unit4: RL1-9 – 4/6-4/17 BL Unit6: RI1-9 – 5/4-5/15 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 7 – Narrative: Mar 2 – Mar 27 <i>(final week of 3-week unit)</i></p> <p>Traits Reality Check 6: Mar 30 – Apr 3 <i>(1 week)</i></p> <p>Traits Unit 8 – Informative/Explanatory: Apr 6 – Apr 24 <i>(3-week unit)</i></p> <p>Traits Unit 9 – Wrapping Up the Year: Apr 27 – May 15 <i>(3 weeks)</i></p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): EOY Benchmark Paper, <i>Beginning Writers Continua – All Traits</i></p>



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[Georgia Standards of Excellence](#)
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Videos
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 (password: results)

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OVERVIEW • Aug 7 – Oct 11

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Orientation: Aug 5 – Aug 9 (1 wk) Unit 1: Aug 12 – Aug 30 (3 wk) Unit 2: Sept 3 – Sept 13 (2 wk) Unit 3: Sept 16 – Sept 27 (2 wk) Unit 4: Sept 30 – Oct 4 (2 wk)</p> <p>Assessments: Unit Test with each unit</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 1: Aug 5 – Sept 13 Communities & Relationships: <i>My Family & Me</i> (complete unit, 6 Weeks)</p> <p>CC Unit 2: Sept 16 – Oct 25 Folklore and Literary Tradition: <i>Stories with a Moral</i> (first 4 weeks of unit)</p> <p>Science Topics: <i>Plants, Animals & Weather</i>, 8/5- 12/20 (24 wk or throughout the year)</p> <p>Social Studies Topics: <i>Our National Heritage</i>, 8/19-9/6 <i>A Changing Country</i> 9/10-10/18</p>	<p>Daily Mini-Lesson – 20 min CC Unit 1: ELAGSE1RL1 – ELAGSE1RL3 CC Unit 2: ELAGSE1RL4 – ELAGSE1RL6</p> <p>Workstation Rotations – 45-60 min • First 25 Days (Sept 6) - Follow 25 Day Plan • After first 25 days <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min Assessments Performance Tasks: 1RL1-1RL6 Reading Learning Checkpoint: 9/9-9/20 BL Unit 1: 1RL1-3 (see ACORN/Assess folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 1 – Getting Started: Aug 5 – Sept 6 (5-week unit) Traits Unit 2 – Informative/Explanatory: Sept 9-Oct 4 (3-week unit) Traits Reality Check 1: Oct 7-11 (1 week)</p> <p>Independent Writing – 20-30 min Students writing &/or conferring with peers/teacher</p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): – <i>BOY Benchmark Paper</i> – Beginning Writers Continua – All Traits (TG pg 336-342)</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 1 & 2: Aug 5 – Aug 16	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Orientation</p> <p>Unit 1: Week 1</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 1: Communities & Relationships: My Family and Me</p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • You and Me Together B Kerley • Bunny Cakes R Wells • Daddy Calls Me Man A Johnson • Let's Eat! A Zamorano • The Relatives Came C Rylant <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • A Chair for My Mother VB Williams • What Aunts/Uncles Do Best L Numeroff • Noisy Nora R Wells • Peter's Chair EJ Keats <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>Our National Heritage</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL1: Ask and answer questions about key details in a text <p>Workstation Rotations – 45-60 min – First 10 days of 25 day plan</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Tasks: 1RL1</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 1 – Getting Started Week 1 – The Writing Process ELAGSE1L1a. Capitalize dates and names of people</p> <ul style="list-style-type: none"> • Mentor text: <i>Dear Juno</i> • Writing project: <i>Write a Letter</i> <p>Week 2 – Prewriting ELAGSE1L1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <ul style="list-style-type: none"> • Mentor text: <i>My Truck is Stuck!</i> • Writing project: <i>Poster</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 3 & 4: Aug 19 – Aug 30	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 1: Weeks 2 & 3</p> <p>Unit 1 Assessment (p 99-100)</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 1: Communities & Relationships: <i>My Family and Me</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • You and Me Together B Kerley • Bunny Cakes R Wells • Daddy Calls Me Man A Johnson • Let's Eat! A Zamorano • The Relatives Came C Rylant <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • A Chair for My Mother VB Williams • What Aunts/Uncles Do Best L Numeroff • Noisy Nora R Wells • Peter's Chair EJ Keats <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>Our National Heritage</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. <p>Workstation Rotations – 45-60 min – Second 10 days of 25 day plan</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Task: 1RL2</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3,5-8 ELAGSE1L1-2</p> <p>Traits Unit 1 – Getting Started Week 3 – Drafting ELAGSE1L1f. Use frequently occurring adjectives</p> <ul style="list-style-type: none"> • Mentor text: <i>Hello Ocean</i> • Writing project: <i>Sensory Sentences</i> <p>Week 4 – Revising ELAGSE1L2b. Use end punctuation for sentences.</p> <ul style="list-style-type: none"> • Mentor text: <i>Hello Ocean</i> • Writing project: <i>Revised Writing</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



2019-2020 ELA Pacing Calendar
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QUARTER 1 • First Grade



	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 5 & 6: Sept 3 – Sept 13	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 2: Weeks 1 & 2</p> <p>Unit 2 Assessment (p 123)</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 1: Communities & Relationships: <i>My Family and Me</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • You and Me Together B Kerley • Bunny Cakes R Wells • Daddy Calls Me Man A Johnson • Let's Eat! A Zamorano • The Relatives Came C Rylant <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • A Chair for My Mother VB Williams • What Aunts/Uncles Do Best L Numeroff • Noisy Nora R Wells • Peter's Chair EJ Keats <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>A Changing Country</i> 9/10-10/26</p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details. <p>Workstation Rotations – 45-60 min</p> <ul style="list-style-type: none"> – Last 5 days of 25 day plan – Sept 9, routine rotations: <i>Instructional Level Practice</i> Guided Reading <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Technology <p>Daily Closing – 5 min</p> <p>Assessments Performance Task: 1RL3 Reading Learning Checkpoint: 9/9-9/20 BL Unit1: 1RL1-3 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3,5-8 ELAGSE1L1-2</p> <p>Traits Unit 1 – Getting Started Week 5 – Editing Benchmark paper BOY Scoring using Writers Continua – all Traits</p> <ul style="list-style-type: none"> • Mentor text: <i>Yo! Yes?</i> • Writing project: <i>Editing hat</i> <p>Traits Unit 2 Informative/Explanatory Week 1 – Ideas: Finding a Big Idea ELAGSE1L1f. Use frequently occurring adjectives</p> <ul style="list-style-type: none"> • Mentor text: <i>Birds</i> • Writing project: <i>Class Wildlife Guide</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit):</p> <ul style="list-style-type: none"> – <i>BOY Benchmark Paper</i> – Beginning Writers Continua – All Traits (<i>TG pg 336-342</i>)



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QUARTER 1 • First Grade



	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP	WRITING WORKSHOP (35-50 min)
WEEKS 7 & 8: Sept 16 – Sept 27	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 3: Weeks 1 & 2</p> <p>Unit 3 Assessment, pg 151</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 2: Folklore and Literary Traditions: <i>Stories With a Moral</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • <i>Caps for Sale</i> E Slobodkina • <i>The Little Boy Who Cried Wolf</i> D Bailer • <i>The Rabbit & the Turtle</i> E Carle • <i>The Hatseller and the Monkeys</i> BW Diakite • <i>Stone Soup</i> J Muth <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • <i>Anasi the Spider</i> G McDermott • <i>City Mouse-Country Mouse and Two More Tales from Aesop</i> J Wallner • <i>Bat's Big Game</i> MR Macdonald • <i>Red Riding Hood</i> J Marshall <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>A Changing Country</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Task: 1RL4</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 2 – Informative/Explanatory Week 2 – Organization: Starting with a Bold Beginning ELAGSE1L2b. Use end punctuation for sentences.</p> <ul style="list-style-type: none"> • Mentor text: <i>Animals Should Definitely Not Wear Clothing</i> • Writing project: <i>Lift-the-Flap Animal Book</i> <p>Week 3 – Voice: Expressing a Feeling ELAGSE1L2c. Use commas in dates and to separate single words in a series</p> <ul style="list-style-type: none"> • Mentor text: <i>Roller Coaster</i> • Writing project: <i>Diary Entry</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEK 9 & 10: Sept 30 – Oct 11	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 4: Weeks 1 & 2</p> <p>Unit 4 Assessment, pg 177</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 2: Folklore and Literary Traditions: <i>Stories With a Moral</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • <i>Caps for Sale</i> E Slobodkina • <i>The Little Boy Who Cried Wolf</i> D Bailer • <i>The Rabbit & the Turtle</i> E Carle • <i>The Hatseller and the Monkeys</i> BW Diakite • <i>Stone Soup</i> J Muth <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • <i>Anasi the Spider</i> G McDermott • <i>City Mouse-Country Mouse and Two More Tales from Aesop</i> J Wallner • <i>Bat's Big Game</i> MR Macdonald • <i>Red Riding Hood</i> J Marshall <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>A Changing Country</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL5: Explain major difference between texts that tell stories and texts that give information. • ELAGSE1RL6: Identify who is telling the story at various points in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Task: 1RL5 & 1RL6</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3,5-8 ELAGSE1L1-2</p> <p>Traits Reality Check 1 ELAGSE1L1a. Print all upper- and lowercase letters. ELAGSE1L1k. Prints with appropriate spacing between words and sentences.</p> <ul style="list-style-type: none"> • Opinion Writing: <i>What I Learned</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): <i>Select 2 projects - Beginning Writers Continua (TG pg 336-342), Ideas, Organization, and Voice, element A</i></p>



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QUARTER 2 • Grade 1



Georgia Department of Education
[Georgia Standards of Excellence](#)
[Teacher Guidance Documents](#)
[Developmental Progression – 1](#)

Videos
[Lucy Calkins: Writer’s Workshop Mini-lessons](#)
[Lucy Calkins: Reader’s Workshop Mini-lesson](#)
Descriptive Peer Feedback (Austin’s Butterfly):
[Building Excellence in Student Work](#)

Instructional Strategies/Resources
[FCRR – grade K&1 Center Activities](#)
[Resources for the Teacher – Classroom Strategies](#)

Guided Reading
[Jan Richardson Resources](#)
[NSFGR Teaching Videos & Appendix](#)
 (password: results)

[Scholastic Digital Manager](#)
[Balanced Literacy Padlet](#)

OVERVIEW • October 14 – December 20

Word Study/ Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Review/Remediate Oct 14-Oct 18 (1 wk)</p> <p>Unit 5: Oct 21 – Oct 25 (1 wk)</p> <p>Unit 6: Oct 28 – Nov 15 (3 wk)</p> <p>Unit 7: Nov 18 – Dec 13 (3 wk)</p> <p>Review/Remediate Dec 16 – Dec 20 (1 wk)</p> <p>Assessments: Unit Test with each unit</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 2: Sept 16 – Oct 25 Folklore and Literary Tradition: <i>Stories with a Moral (final 2 wks of unit)</i></p> <p>CC Unit 3: Oct 28 – Dec 20 Living Things: <i>Strong and Healthy (complete unit, 6 wks)</i></p> <p>Science Topics: <i>Plants, Animals & Weather, 8/5 - 12/20 (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>A Changing Country 9/10-10/18</i> <i>Inventors in the United States 10/21 - 12/20</i></p>	<p>Daily Mini-Lesson – 20 min CC Unit 2: ELAGSE1RL7 – ELAGSE1RL9 CC Unit 3: ELAGSE1RI1 – ELAGSE1RI3</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments: Performance Tasks: 1RL7- 1RL9; 1RI1- 1RI3 Reading Learning Checkpoint: BL Unit2: RL4-9 – 10/21-11/1 BL Unit3: RI1-3 – 12/9-12/20 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 3 – Narrative: Oct 14 - Nov 1 <i>(3-week unit)</i></p> <p>Traits Reality Check 2 (Unit): Nov 4 – Nov 8 <i>(1 week)</i></p> <p>Traits Unit 4 – Informative/Explanatory: Nov 11 – Dec 6 <i>(3-week unit)</i></p> <p>Traits Reality Check 3: Dec 9 - Dec 20 <i>(2 week)</i></p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): – MOY Benchmark Paper – Beginning Writers Continua – All Traits <i>(TG pg 336-342)</i></p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 1 & 2: Oct 14 – Oct 25	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Review & Remediation 10/14- 10/18</p> <p>Unit 5 Week 1</p> <p>Unit 5 Assessment Pg 193</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 2: Folklore and Literary Traditions: <i>Stories With a Moral</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • <i>Caps for Sale</i> E Slobodkina • <i>The Little Boy Who Cried Wolf</i> D Bailer • <i>The Rabbit & the Turtle</i> E Carle • <i>The Hatseller and the Monkeys</i> BW Diakite • <i>Stone Soup</i> J Muth <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • <i>Anasi the Spider</i> G McDermott • <i>City Mouse-Country Mouse and Two More Tales from Aesop</i> J Wallner • <i>Bat's Big Game</i> MR Macdonald • <i>Red Riding Hood</i> J Marshall <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>A Changing Country</i> <i>Inventors in the United States</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text</i></p> <ul style="list-style-type: none"> • ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events • ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Task: 1RL7 & 1RL9 Reading Learning Checkpoint: BL Unit2: RL4-9 – 10/21-11/1 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 3 – Narrative Week 1 – Word Choice: Choosing Zippy Verbs ELAGSE1L1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <ul style="list-style-type: none"> • Mentor text: <i>If You’re a Monster and You Know it</i> • Writing project: <i>Class Monster Book</i> <p>Week 2 – Sentence Fluency: Building Complete Sentences ELAGSE1L1j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory)</p> <ul style="list-style-type: none"> • Mentor text: <i>Lost and Found</i> • Writing project: <i>Lost Animal Posters</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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QUARTER 2 • Grade 1



	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP	WRITING WORKSHOP (35-50 min)
WEEKS 3-5: Oct 28 – Nov 15	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 6: Week 1-3</p> <p>Unit 6 Assessment, pg 229</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 2: Folklore and Literary Traditions: <i>Stories with a Moral</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • <i>Caps for Sale</i> E Slobodkina • <i>The Little Boy Who Cried Wolf</i> D Bailer • <i>The Rabbit & the Turtle</i> E Carle • <i>The Hatseller and the Monkeys</i> BW Diakite • <i>Stone Soup</i> J Muth <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • <i>Anasi the Spider</i> G McDermott • <i>City Mouse-Country Mouse and Two More Tales from Aesop</i> J Wallner • <i>Bat's Big Game</i> MR Macdonald • <i>Red Riding Hood</i> J Marshall <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>Inventors in the United States</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI1: Ask and answer questions about key details in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment: Performance Tasks: 1RI1 Reading Learning Checkpoint: BL Unit2: RL4-9 – 10/21-11/1 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 3 – Narrative Week 3 – Ideas: Focusing on the Big Idea ELAGSE1L1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</p> <ul style="list-style-type: none"> • Mentor text: <i>Scaredy Squirrel</i> • Writing project: <i>Scaredy Critters Book</i> <p>Traits Reality Check 2 ELAGSE1L1a. Print all upper- and lowercase letters. ELAGSE1L1k. Prints with appropriate spacing between words and sentences.</p> <p>Traits Unit 4 – Informative/Explanatory Week 1 – Organization: Creating a Mighty Middle ELAGSE1L1b. Use common, proper, and possessive nouns.</p> <ul style="list-style-type: none"> • Mentor text: <i>Many Nations: An Alphabet of Native America</i> • Writing project: <i>Class Alphabet Book</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): Select 2 Unit 3 projects - Beginning Writers Continua (TG pg 336-342), Word Choice and Sentence Fluency, element A, and Ideas, element B</p>



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QUARTER 2 • Grade 1



	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 6 & 7: Nov 18 – Dec 6	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 7: Weeks 1 & 2</p> <p><i>(NOTE: If time doesn't allow for dictation during this time slot, writing mini-lesson time may be substituted.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 3: Living Things: <i>Strong & Healthy</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • The Busy Body Book L Rockwell • Animal Action, ABC K Pandell • Growing Vegetable Soup L Ehlert • Gregory the Terrible Eater M Sharmat • Eating the Alphabet L Ehlert <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Healthy Me M&G Berger • Hippo and Rabbit in Three Short Tales J Mack • Let's Talk Tae Kwon Do L Falk • How Do Dinosaurs Get Well Soon? J Yolen <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>Inventors in the United States</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text :</i></p> <ul style="list-style-type: none"> • ELAGSE1RI2: Identify the main topic and retell key details of a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Task: 1RI2</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 4– Informative/Explanatory</p> <p>Week 2 – Voice: Communicating with Sparkle and Pizzazz ELAGSE1L1f. Use frequently occurring adjectives</p> <ul style="list-style-type: none"> • Mentor text: <i>The Emperor's Egg</i> • Writing project: <i>Picture and Caption</i> <p>Week 3 – Word Choice: Picking "Just Right" Words ELAGSE1L1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). ELAGSE1L2c. Use commas in dates and to separate single words in a series.</p> <ul style="list-style-type: none"> • Mentor text: <i>Feeling Thankful</i> • Writing project: <i>Class Thanks Book</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 8 & 9: Dec 9 – Dec 20	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 7:Week 3</p> <p>Unit 7 Assessment pg 265</p> <p>Review & Remediation Dec 9–Dec 20</p> <p><i>(NOTE: If time doesn't allow for dictation during this time slot, writing mini-lesson time may be substituted.)</i></p>	<p>Comprehension Club ELAGSE2SL1-6 ELAGSE1L4-6</p> <p>Unit 3: Living Things: Strong & Healthy</p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • The Busy Body Book L Rockwell • Animal Action, ABC K Pandell • Growing Vegetable Soup L Ehlert • Gregory the Terrible Eater M Sharmat • Eating the Alphabet L Ehlert <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Healthy Me M&G Berger • Hippo and Rabbit in Three Short Tales J Mack • Let's Talk Tae Kwon Do L Falk • How Do Dinosaurs Get Well Soon? J Yolen <p>Science Topics: <i>Plants, Animals & Weather</i></p> <p>Social Studies Topics: <i>Inventors in the United States</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Task: 1RI3 Reading Learning Checkpoint: BL Unit3: RI1-3 – 12/9-12/20 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Reality Check 3 ELAGSE1L1a. Print all upper- and lowercase letters. ELAGSE1L1k. Prints with appropriate spacing between words and sentences.</p> <ul style="list-style-type: none"> • Select MOY writing sample from student portfolio <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): Select 2 Unit 4 projects - Beginning Writers Continua (TG pg 336-342), Organization, Voice, and Word Choice, element B</p>



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QUARTER 3 • First Grade



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Guided Reading
[Jan Richardson Resources](#)
[NSFGR Teaching Videos & Appendix \(password: results\)](#)

OVERVIEW January 7 – March 13

Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 8: Jan 7 – Jan 17 (2 wk)</p> <p>Unit 9: Jan 21 – Jan 31(2 wk)</p> <p>Unit 10: Feb 3 – Feb 21 (3 wk)</p> <p>Unit 11: Feb 24– Mar 13 (3 wk)</p> <p>Assessments: Unit Test with each unit</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 5: Jan 7 – Feb 21 Inspired by True Stories: <i>It Happened to Me</i> (complete unit, 7 Weeks)</p> <p>CC Unit 4: Feb 24 – Mar 13 A Sense of Self: <i>Taking Responsibility</i> (first 3 weeks of unit)</p> <p>Science Topics: <i>Light & Sound, 1/7-3/13</i> <i>Plants, Animals & Weather, 8/8- 12/20 (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>Community Helpers, 1/7-3/13</i></p>	<p>Daily Mini-Lesson – 20 min CC Unit 5: ELAGSE1RI4 – ELAGSE1RI9 CC Unit 4: ELAGSE1RL1 - ELAGSE1RL3</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min</p> <p>Assessments: Performance Tasks: 1RI4 - 1RI9; 1RL1- 1RL3 Reading Learning Checkpoint: BL Unit5: RI4-9 – 2/17-2-28 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 5 – Narrative: Jan 7 – Jan 24 (3 week unit)</p> <p>Traits Reality Check 4: Jan 27 – Jan 31 (1 week)</p> <p>Traits Unit 6 – Informative/Explanatory: Feb 3 – Feb 21 (3 week unit)</p> <p>Traits Reality Check 5: Feb 24–Feb 28 (1 week)</p> <p>Traits Unit 7 – Narrative: Mar 2 – Mar 13 (3 week unit)</p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): – Beginning Writers Continua – All Traits (TG pg 336-342)</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEK 1 & 2: Jan 7 – Jan 17	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 8: Weeks 1 & 2</p> <p>Unit 8 Assessment (p.293)</p> <p><i>(NOTE: Additional time, support, & instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 5: Inspired by True Stories: <i>It Happened to Me</i> <i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – <i>The Art Lesson</i> T de Paola – <i>David Gets in Trouble</i> D Shannon – <i>Freckleface Strawberry</i> J Moore – <i>Ugly Vegetables</i> G Lin – <i>Bigmama’s</i> D crews <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – <i>Freckleface Strawberry and the Dodgeball</i> Bully J Moore – <i>David Goes to School</i> D Shannon – <i>Knuffle Bunny</i> M Willems – <i>I Lost My Tooth in Africa</i> P Diakite <p>Science Topics: <i>Light & Sound</i> <i>Plants, Animals & Weather</i> <i>(throughout the year)</i></p> <p>Social Studies Topics: <i>Community Helpers</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Task 1RI4</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 5 – Narrative Week 1 – Sentence Fluency: Starting Sentences in Different Ways ELAGSE1L1j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <ul style="list-style-type: none"> • Mentor text: <i>Little Red Hen Makes a Pizza</i> • Writing project: <i>Develop a Skit</i> <p>Week 2 – Ideas: Staying with the Big Idea ELAGSE1L1i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <ul style="list-style-type: none"> • Mentor text: <i>100th Day Worries</i> • Writing project: <i>News Story Event</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 3 & 4: Jan 21 – Jan 31	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 9: Weeks 1 & 2</p> <p>Unit 9 Assessment (p.321)</p> <p><i>(NOTE: Additional time, support, & instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 5: Inspired by True Stories: <i>It Happened to Me</i> <i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – <i>The Art Lesson</i> T de Paola – <i>David Gets in Trouble</i> D Shannon – <i>Freckleface Strawberry</i> J Moore – <i>Ugly Vegetables</i> G Lin – <i>Bigmama’s</i> D crews <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – <i>Freckleface Strawberry and the Dodgeball</i> Bully J Moore – <i>David Goes to School</i> D Shannon – <i>Knuffle Bunny</i> M Willems – <i>I Lost My Tooth in Africa</i> P Diakite <p>Science Topics: <i>Light & Sound, Plants, Animals & Weather (throughout the year)</i></p> <p>Social Studies Topics: <i>Community Helpers</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI5 – Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. • ELAGSE1RI6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Task 1RI5 & 1RI6</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 5 – Narrative Week 3 – Organization: Finishing with an Excellent Ending ELAGSE1L1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ELAGSE1L1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <ul style="list-style-type: none"> • Mentor text: <i>Jeremy Draws a Monster</i> • Writing project: <i>Short Story</i> <p>Reality Check 4 (Traits Unit): 1 week ELAGSE1L2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ELAGSE1L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): Select 2 Unit 5 projects - Beginning Writers Continua (pg 348-350) Sentence Fluency, element B, Ideas, and Organization, element C</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 5 & 6: Feb 3 – Feb 14	<p>Wilson Fundations Level 1 ELAGSE1RF1-3</p> <p>Unit 10: Week 1 & 2</p> <p><i>(NOTE: Additional time, support, & instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 5: Inspired by True Stories: <i>It Happened to Me</i> <i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – <i>The Art Lesson</i> T de Paola – <i>David Gets in Trouble</i> D Shannon – <i>Freckleface Strawberry</i> J Moore – <i>Ugly Vegetables</i> G Lin – <i>Bigmama’s</i> D crews <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – <i>Freckleface Strawberry and the Dodgeball</i> Bully J Moore – <i>David Goes to School</i> D Shannon – <i>Knuffle Bunny</i> M Willems – <i>I Lost My Tooth in Africa</i> P Diakite <p>Science Topics: <i>Light & Sound, 1/3-3/7</i> <i>Plants, Animals & Weather (throughout the year)</i></p> <p>Social Studies Topics: <i>Community Helpers, 1/3-3/7</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI7 – Use illustrations and details in a text to describe its key ideas. • ELAGSE1RI8 – Identify the reasons an author gives to support points in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Tasks: 1RI7 & 1RI8</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 6 – Informative/Explanatory Week 1 – Voice: Reaching Out to the Reader ELAGSE1L1i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <ul style="list-style-type: none"> • Mentor text: <i>Bigmama’s</i> • Writing project: <i>Directions</i> <p>Week 2 – Word Choice: Stretching for Never-Tried-Before Words ELAGSE1L1h. Use determiners (e.g., articles, demonstratives).</p> <ul style="list-style-type: none"> • Mentor text: <i>Are Trees Alive?</i> • Writing project: <i>Trail Sign</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEK 7: Feb 17 – Feb 21	<p>Wilson Foundations Level 1 ELAGSE1RF3</p> <p>Unit 10: Week 3</p> <p>Unit 10 Assessment (p.357)</p> <p><i>(NOTE: Additional time, support, & instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 5: Inspired by True Stories: <i>It Happened to Me</i> <i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – The Art Lesson T de Paola – David Gets in Trouble D Shannon – Freckleface Strawberry J Moore – Ugly Vegetables G Lin – Bigmama’s D Crews <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – Freckleface Strawberry and the Dodgeball Bully J Moore – David Goes to School D Shannon – Knuffle Bunny M Willems – I Lost My Tooth in Africa P Diakite <p>Science Topics: <i>Light & Sound</i> <i>Plants, Animals & Weather</i> <i>(throughout the year)</i></p> <p>Social Studies Topics: <i>Community Helpers</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI9 – Identify basic similarities in and differences between two texts on the same topic. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Task 1RI9 Reading Learning Checkpoint: BL Unit5: RI4-9 – 2/17-2-28 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 6 – Informative/Explanatory Week 3 – Sentence Fluency: Varying Sentence Lengths ELAGSE1L1i. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <ul style="list-style-type: none"> • Mentor text: <i>The Busy Body Book</i> • Writing project: <i>Fitness Brochure</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
Weeks 8 & 9: Feb 24 – Mar 6	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 11: Week 1 & 2</p> <p><i>(NOTE: Additional time, support, & instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 4: A Sense of Self: <i>What I Can Do</i> <i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – How You Got So Smart D Milgrim – Birthday Basket for Tia P Mora – A Color of His Own L Lionni – What Should I Make N Nayar – Blilly’s Purple Plastic Purse K Henkes <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – Houndsley and Catina and the Quiet Time J Howe – I Can’t Take Bath! (Just for You!) I Smalls – Inch By Inch L Lionni – Hi! Fly Guy T Arnold <p>Science Topics: <i>Light & Sound</i> <i>Plants, Animals & Weather (throughout the year)</i></p> <p>Social Studies Topics: <i>Community Helpers</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL1 Ask and answer questions about key details in a text. • ELAGSE1RL2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Tasks 1RL1 &1RL2</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Reality Check 5 ELAGSE1L2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ELAGSE1L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Traits Unit 7 – Narrative Week 1 – Ideas: Using Juicy Details Review Conventions as needed.</p> <ul style="list-style-type: none"> • Mentor text: <i>Lily Brown’s Paintings</i> • Writing project: <i>Fantasy Story</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): Select two Unit 6 projects – Assess using the Traits Scoring Guides (pg 348-350) Voice, Word Choice, and Sentence Fluency, element C</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
Week 10: Mar 9 – Mar13	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 11: Week 3</p> <p>Unit 11 Assessment (p.395)</p> <p><i>(NOTE: Additional time, support, & instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 4: A Sense of Self: <i>What I Can Do</i> <i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – <i>How You Got So Smart</i> D Milgrim – <i>Birthday Basket for Tia</i> P Mora – <i>A Color of His Own</i> L Lionni – <i>What Should I Make</i> N Nayar – <i>BLilly’s Purple Plastic Purse</i> K Henkes <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – <i>Houndsley and Catina and the Quiet Time</i> J Howe – <i>I Can’t Take Bath! (Just for You!)</i> I Smalls – <i>Inch By Inch</i> L Lionni – <i>Hi! Fly Guy</i> T Arnold <p>Science Topics: <i>Light & Sound</i> <i>Plants, Animals & Weather</i> <i>(throughout the year)</i></p> <p>Social Studies Topics: <i>Community Helpers, 1/3-3/7</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL3 – Describe characters, settings, and major events in a story, using key details. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Task 1RL3</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 7 – Narrative Week 2 – Organization: Adding a Terrific Title Review Conventions as needed.</p> <ul style="list-style-type: none"> • Mentor text: <i>Duck on a Bike</i> • Writing project: <i>Sequel</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): <i>Beginning Writers Continua – All Traits</i></p>



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Georgia Department of Education
[Georgia Standards of Excellence](#)
[Teacher Guidance Documents](#)
[Developmental Progression – 1](#)

Videos
[Lucy Calkins: Writer’s Workshop Mini-lessons](#)
[Lucy Calkins: Reader’s Workshop Mini-lesson](#)
Descriptive Peer Feedback (Austin’s Butterfly):
[Building Excellence in Student Work](#)

[Scholastic Digital Manager](#)
[Balanced Literacy Padlet](#)

Instructional Strategies/Resources
[FCRR – grade K&1 Center Activities](#)
[Resources for the Teacher – Classroom Strategies](#)

Guided Reading
[Jan Richardson Resources](#)
[NSFGR Teaching Videos & Appendix](#)
 (password: results)

OVERVIEW Mar 23 – May 15

Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 12: Mar 23 – Apr 10 (3 wk)</p> <p>Unit 13: Apr 13 – May 1 (3 wk)</p> <p>Unit 14: May 4 – May 15 (2 wk)</p> <p>Assessments: Unit Test with each unit</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 4: Mar 23 – Apr 10 <i>A Sense of Self: What I Can Do (remaining 3 weeks of unit)</i></p> <p>CC Unit 6: April 13 – May 15 <i>Genre Study: Animal Stories (complete unit, 6 Weeks)</i></p> <p>Science Topics: <i>Magnets, Mar 23 – May 15 (4 weeks)</i> <i>Plants, Animals & Weather, 8/8- 12/20 (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>We are Alike, We are Different, 3/23-5/15</i></p>	<p>Daily Mini-Lesson – 20 min CC Unit 4: ELAGSE1RL4 – ELAGSE1RL9 CC Unit 6: ELAGSE1RI1 – ELAGSE1RI9</p> <p>Workstation Rotations – 45-60 min <i>Instructional Level Practice</i> Guided Reading/Teacher led small group <i>Independent Practice</i> Read to Self Read to Someone Word Work Listening to Reading Work on Writing Science/Social Studies Connections Technology</p> <p>Daily Closing – 5 min Assessments: Performance Tasks: 1RL4 - 1RL9; 1RI1- 1RI9 Reading Learning Checkpoint: BL Unit4: RL1-9 – 4/6-4/17 BL Unit6: RI1-9 – 5/4-5/15 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 7 – Narrative: Mar 2 – Mar 27 <i>(final week of 3-week unit)</i></p> <p>Traits Reality Check 6: Mar 30 – Apr 3 <i>(1 week)</i></p> <p>Traits Unit 8 – Informative/Explanatory: Apr 6 – Apr 24 (3-week unit)</p> <p>Traits Unit 9 – Wrapping Up the Year: Apr 27 – May 15</p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): EOY Benchmark Paper, <i>Beginning Writers Continua – All Traits</i></p>



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QUARTER 4 • First Grade



	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 1 & 2: Mar 23 – Apr 3	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 12: Weeks 1 & 2</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 4: A Sense of Self: <i>What I Can Do</i> <i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • How You Got So Smart D Milgrim • Birthday Basket for Tia P Mora • A Color of His Own L Lionni • What Should I Make N Nayar • BLilly's Purple Plastic Purse K Henkes <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Houndsley and Catina and the Quiet Time J Howe • I Can't Take Bath! (Just for You!) I Smalls • Inch By Inch L Lionni • Hi! Fly Guy T Arnold <p>Science Topics: <i>Magnets (4 weeks)</i> <i>Plants, Animals & Weather (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>We are Alike, We are Different</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using "Just Right" text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. • ELAGSE1RL5 – Explain major difference between texts that tell stories and texts that give information. • ELAGSE1RL6 – Identify who is telling the story at various points in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessment Performance Tasks 1RL4 – 1RL6 Reading Learning Checkpoint: BL Unit4: RL1-9 – 4/6-4/17 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 7 – Narrative Week 3 – Voice: Saying things in New Ways Review Conventions as needed.</p> <ul style="list-style-type: none"> • Mentor text: <i>The Dot</i> • Writing Project: <i>Personal Narrative</i> <p>Traits Reality Check 6 ELAGSE1L2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ELAGSE1L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): Select two Unit 7 projects - use Traits Scoring Guides (pg 348-350) Ideas, Organization, and Voice, element D</p>



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QUARTER 4 • First Grade



	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEK 3: Apr 6 – Apr 10	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 12: Week 3</p> <p>Unit 12 Assessment: (p.433)</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 4: A Sense of Self: <i>What I Can Do</i> <i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • How You Got So Smart D Milgrim • Birthday Basket for Tia P Mora • A Color of His Own L Lionni • What Should I Make N Nayar • BLilly’s Purple Plastic Purse K Henkes <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Houndsley and Catina and the Quiet Time J Howe • I Can’t Take Bath! (Just for You!) I Smalls • Inch By Inch L Lionni • Hi! Fly Guy T Arnold <p>Science Topics: <i>Magnets (4 weeks)</i> <i>Plants, Animals & Weather (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>We are Alike, We are Different</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RL7 – Use illustrations and details in a story to describe its characters, setting, or events. • ELAGSE1RL9 – Compare and contrast the adventures and experiences of characters in stories. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Task 1RL7 & 1RL9 Unify: Grade1_Unit4_RL1-RL9 <i>window 4/1-4/12</i></p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 8 – Informative/Explanatory Week 1 – Word Choice: Using Words to Create Meaning Review Conventions as needed.</p> <ul style="list-style-type: none"> • Mentor text: <i>How a House is Built</i> • Writing Project: <i>Creating a Glossary</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 4 & 5: Apr 13 – Apr 24	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 13: Week 1 & 2</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 6: Genre Study: <i>Animal Stories</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • <i>Bear Snores On</i> K Wilson • <i>Bear’s New Friend</i> K Wilson • <i>Julius, the Baby of the World</i> K Henkes • <i>Always in Trouble</i> C Demas • <i>Frog and Toad are Friends</i> A Lobel <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • <i>Bear Wants More</i> K Wilson • <i>Days With Frog and Toad</i> A Lobel • <i>The Great Gracie Chase: Stop That Dog!</i> C Rylant • <i>Sheila Rae, the Brave</i> K Henkes <p>Science Topics: <i>Magnets (4 weeks)</i> <i>Plants, Animals & Weather (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>We are Alike, We are Different</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI1 – Ask and answer questions about key details in a text. • ELAGSE1RI2 – Identify the main topic and retell key details of a text. • ELAGSE1RI3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Task 1RI1 – 1RI3</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 8 – Informative/Explanatory Week 2 – Sentence Fluency: Making Smooth Sounding Sentences Review Conventions as needed.</p> <ul style="list-style-type: none"> • Mentor text: <i>Frida</i> • Writing Project: <i>Creating an Interview</i> <p>Week 3 – All Traits – Putting it all together Review Conventions as needed.</p> <ul style="list-style-type: none"> • Mentor text: <i>Throw Your Tooth on the Roof</i> • Writing Project: <i>Creating an Email Message</i> <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 6: April 27 – May 1	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 13: Week 3</p> <p>Unit 13 Assessment (p.471)</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 6: Genre Study: <i>Animal Stories</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • Bear Snores On K Wilson • Bear’s New Friend K Wilson • Julius, the Baby of the World K Henkes • Always in Trouble C Demas • Frog and Toad are Friends A Lobel <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • Bear Wants More K Wilson • Days With Frog and Toad A Lobel • The Great Gracie Chase: Stop That Dog! C Rylant • Sheila Rae, the Brave K Henkes <p>Science Topics: <i>Magnets (4 weeks)</i> <i>Plants, Animals & Weather (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>We are Alike, We are Different</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • ELAGSE1RI5 – Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. • ELAGSE1RI6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Task 1RI4 – 1R6</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Unit 9 – Wrapping Up the Year (Traits Unit)</p> <ul style="list-style-type: none"> • End of Year Benchmark paper (see week 2, pg 326-327) • Reflection • Writing Folder Wrap-Up • Student Presentations <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p> <p>Assessments (End of Each Unit): EOY Benchmark Paper Select two Unit 8 projects – use Traits Scoring Guides for Word Choice, and Sentence Fluency, element D, and All Traits (pg 348-350)</p>



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	Word Study /Phonics (15-30 min)	Read Aloud (15-30 min)	READING WORKSHOP (70-85 min)	WRITING WORKSHOP (35-50 min)
WEEKS 8 & 9: May 4 – May 17	<p>Wilson Foundations Level 1 ELAGSE1RF1-3</p> <p>Unit 14: Weeks 1 & 2</p> <p>Unit 14 Assessment (p.499)</p> <p><i>(NOTE: Additional time, support, and instructional focus may be delivered during Guided Reading & Writing Workshop as needed.)</i></p>	<p>Comprehension Club ELAGSE1SL1-6 ELAGSE1L4-6</p> <p>CC Unit 6: Genre Study: <i>Animal Stories</i></p> <p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> • <i>Bear Snores On</i> K Wilson • <i>Bear’s New Friend</i> K Wilson • <i>Julius, the Baby of the World</i> K Henkes • <i>Always in Trouble</i> C Demas • <i>Frog and Toad are Friends</i> A Lobel <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> • <i>Bear Wants More</i> K Wilson • <i>Days With Frog and Toad</i> A Lobel • <i>The Great Gracie Chase: Stop That Dog!</i> C Rylant • <i>Sheila Rae, the Brave</i> K Henkes <p>Science Topics: <i>Magnets (4 weeks)</i> <i>Plants, Animals & Weather (24 wk or throughout the year)</i></p> <p>Social Studies Topics: <i>We are Alike, We are Different</i></p>	<p>Daily Mini-Lesson – 20 min <i>See Teacher Guidance Notes for specific strategies to be modeled whole group and practiced with support using Read Aloud text, then practiced independently using “Just Right” text:</i></p> <ul style="list-style-type: none"> • ELAGSE1RI7 – Use illustrations and details in a text to describe its key ideas. • ELAGSE1RI8 – Identify the reasons an author gives to support points in a text. • ELAGSE1RI9 – Identify basic similarities in and differences between two texts on the same topic. <p>Workstation Rotations – 45-60 min</p> <p>Daily Closing – 5 min</p> <p>Assessments Performance Tasks 1RI7 - 1RI9 Reading Learning Checkpoint: BL Unit6: RI1-9 – 5/4-5/15 (see ACORN/Assessment folder)</p>	<p>Daily Mini-Lesson – 10-15 min ELAGSE1W1-3, 5-8 ELAGSE1L1-2</p> <p>Traits Unit 9 – Wrapping Up the Year</p> <ul style="list-style-type: none"> • End of Year Benchmark paper (see week 2, pg 326-327) • Reflection • Writing Folder Wrap-Up • Student Presentations <p>Independent Writing – 20-30 min <i>Students writing &/or conferring with peers/teacher</i></p> <p>Daily Closing – 5 min</p>

WORD STUDY/PHONICS – 15-30 min.

Instructional focus standards, ongoing

READING FOUNDATIONAL (RF)

Print Concepts

ELAGSE1RF1: 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

ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- 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 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

ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- 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.

LANGUAGE (L)

Conventions of Standard English

ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- k. Prints with appropriate spacing between words and sentences.

ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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Wilson Foundations Level 1

QUARTER 1

<p>Week 1 Wilson Foundations Orientation, p 62-65</p>	<ul style="list-style-type: none"> - Orientation
<p>Week 2-4 Wilson Foundations Unit 1, p 66-100</p>	<ul style="list-style-type: none"> - Letter-Keyword-Sound for consonants - Letter-Keyword-Sound for short vowels - Letter formation for lower-case letters a-z - Alphabetical order - Sound recognition for consonant and short vowels - Unit 1 Assessment p 100
<p>Week 5-6 Wilson Foundations Unit 2, p 102-127</p>	<ul style="list-style-type: none"> - Phonemic awareness skills: sound manipulation (initial, final, medial) - Blending and reading three-sound short vowel words - Segmenting and spelling three-sound short vowel words - Sentence dictation procedures: capitalization, punctuation (period) and proofreading procedures - Story telling in detail and sequence - Unit 2 Assessment p 125
<p>Week 7-8 Wilson Foundations Unit 3, p 128-153</p>	<ul style="list-style-type: none"> - Phoneme segmentation - Concept of consonant digraph, keywords and sounds: hw, ch, sh, th, ck - Spelling of ck at end of words - Punctuation (?) - Narrative story form: character, setting, main events - Reading with accuracy and prosody - Retelling with picture notes and visualization - High frequency trick words: as, has, to, into, we, he, she, be, me, for, or - Sample words: wish, shop, sock - Unit 3 Assessment p 151
<p>Week 9-10 Wilson Foundations Unit 4, week 1, p 154-179</p>	<ul style="list-style-type: none"> - Bonus letter spelling rule: FF, LL, SS, and sometimes ZZ - Glued sound: all - Narrative story form: character setting, main events - Punctuation marks (! ""') - Reading with accuracy and prosody - High frequency trick words: you, your, I, they, was, one, said - Sample words: hill, puff, bill, miss, call

QUARTER 2

<p>Week 1 Review/Remediate</p>	<ul style="list-style-type: none"> - Data-based support and extension
<p>Week 2 Wilson Foundations Unit 5, p 180-195</p>	<ul style="list-style-type: none"> - Glued sounds: am, an - Reading with accuracy and prosody - High frequency trick words: from, have, do, does - Sample words: ham, can, fan - Unit 5 Assessment p 194
<p>Week 3-5 Wilson Foundations Unit 6, p 196-231</p>	<ul style="list-style-type: none"> - Baseword and suffix with the suffix –s - Pluralization - Narrative fiction v informational books - Reading with accuracy and prosody - High frequency trick words: were, are, who, what, when, where, there, here

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	<ul style="list-style-type: none"> - Sample words: hills, bugs, chills - Unit 6 Assessment p 229
<p>Week 6-8 Wilson Foundations Unit 7, p 154-179</p>	<ul style="list-style-type: none"> - Glued sounds: and, ing, one, ung, ank, ink, onk, unk - Blending and reading words with ng or nk - Segmenting and spelling words with ng or nk - Narrative fictions v informational books - Reading with accuracy and prosody - High frequency trick words: why, by, my, try, put, two, too, very, also, some, come - Sample words: bang, bank, pink, chunks - Unit 7 Assessment p 265
<p>Week 9 Review/Remediate</p>	<ul style="list-style-type: none"> - Data-based support and extension

QUARTER 3

<p>Week 1-2 Wilson Foundations Unit 8, p 270-296</p>	<ul style="list-style-type: none"> - Consonant blends and digraph blends - Blending and reading words with up to four sounds - Segmenting and spelling words with up to four sounds - Suffix –s added to words with four sounds - R-controlled vowel sounds: ar, or, er,ir, ur - Reading with accuracy and prosody - High frequency trick words: would, could, should, her, over number - Sample words: bump, stash. Bled, past, pinch, shrug. steps - Unit 8 Assessment p 294
<p>Week 3-4 Wilson Foundations Unit 9, p 298-323</p>	<ul style="list-style-type: none"> - Closed syllable concept with short vowel - Closed syllable vs open syllable - Vowel team sounds for: ai, ay, ee, ea, ey, oi, oy - Narrative fiction vs. informational books - Reading with accuracy and prosody - High frequency trick words: say, says, see, between, each - Sample words: click, chunk, sniffs - Unit 9 Assessment p 321
<p>Week 5-7 Wilson Foundations Unit 10, p 324-360</p>	<ul style="list-style-type: none"> - Segmenting and blending up to 5 sounds - Suffix –s added to words with 5 sounds - Suffixes –ed and –ing added to unchanging basewords with closed syllables - Vowel team sounds for: oa, oe, ow, ou, oo, ue, ew, au, aw - Narrative fiction vs. informational books - Reading with accuracy and prosody - High frequency trick words: any, many, how, now, down, out, about, our - Sample words: stump, clasp, strap, slashing, blended - Unit 10 Assessment p 358
<p>Week 8-10 Wilson Foundations Unit 11, p 362-398</p>	<ul style="list-style-type: none"> - Vowel consonant-e syllable in one-syllable words - Long vowel sounds - Narrative fiction vs. informational books - Reading with accuracy and prosody - High frequency trick words: friend, other, another, none, nothing - Sample words: stove, hope, caves - Unit 11 Assessment p 396

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QUARTER 4

<p>Week 1-3 Wilson Foundations Unit 12, p 400-436</p>	<ul style="list-style-type: none"> - Concept of syllable in multisyllabic words - Compound words - Reading and spelling words with two closed syllables or closed and v-e syllables - Reading with accuracy and prosody - Paragraph structure - High frequency trick words: people, month, little, been, own, want, Mr., & Mrs. - Unit 12 Assessment p 434
<p>Week 4-6 Wilson Foundations Unit 13, p 438-474</p>	<ul style="list-style-type: none"> - Suffix –s, -ing, -ed added to multisyllabic words - Suffix –es added to base words with closed syllables - Reading with accuracy and prosody - Paragraph structure - High frequency: work, word, write, being, their, first, look, good, new - Sample words: trombones, picnics, boxes, finishes - Unit 13 Assessment p 472
<p>Week 7-8 Wilson Foundations Unit 14, p 476-502</p>	<ul style="list-style-type: none"> - Review of word and structure concept - Review sentence construction and proofreading - Review narrative vs. informational text - High frequency trick words: water, called, day, may, way - Sample words: blinks, slashing, blended, disrupted, insisting, disputes - Unit 16 Assessment p 500

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DAILY READ ALOUD – 15-30 min.

Instructional focus standards, ongoing

SPEAKING AND LISTENING (SL)

Comprehension and Collaboration

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELAGSE1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELAGSE1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

READING FOUNDATIONAL (RF)

Fluency

ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- d. Read grade-appropriate irregularly spelled words

Teaching Strategies for Read Aloud

- Establish and revisit specific rituals and routines for your read aloud sessions. Include expectations for transitions, listening, and participation in discussions. Work with students to develop expectations and share using anchor charts
- Establish and routinely revisit rituals and routines for students' Reader's Notebook (*Implementation Guide*, pg. 42).
- See the *Implementation Guide*, pg 22-27, for a detailed description of the Teaching Card and Read Aloud instruction.
- Use the Book Club discussion described in the *Implementation Guide* to design whole group activities, with an emphasis on modeling and practicing Effective Text Talk (*Implementation Guide*, pg 47).

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<p>Before Read Aloud:</p>	<ul style="list-style-type: none"> - READ the book and the ENTIRE Teaching Card - The purpose of Teaching Card is to provide information vital for communicating effectively about the text and is intended to help you plan. - Place post-its in the text at suggested stopping point – you may want to identify additional or alternate stopping points. - Locate vocabulary within the text. - Anticipate connections for teaching – i.e., How does author’s craft for this text align with your writing workshop instruction? What opportunities exist for building connections to the other books in this unit you will be reading? - Plan how you will introduce the book. How will you build student interest?
<p>During Read Aloud:</p>	<p style="text-align: center;">SET PURPOSE FOR DAILY READING!</p> <ul style="list-style-type: none"> - Use stopping points and prompts to comment, ask a questions, or invite students to share thinking. - THINK ABOUT THE BOOK TOGETHER – citing textual evidence to back up observations and opinions. Model your own thinking through Think Aloud. - Use routines to encourage Peer Talk. You will need set clear expectations and to explicitly teach and model peer discussion. See page 25 of the Implementation Guide for teaching notes. - Connect the reading to other texts and experiences the students are familiar with to develop schema. - Develop shared academic language: talk about concepts in everyday language; use examples until students understand basic concept; provide a name for what the student already understands and invite them to use the new vocabulary.
<p>After Read Aloud:</p>	<ul style="list-style-type: none"> - Invite students to summarize. Encourage academic talk about the book and related topics/themes. As much as possible the teacher should facilitate and inspire students’ contributions of ideas in the discussion. - Return to notable text features as needed – reread specific passages or point out additional items to ensure or deepen understanding - Model and reinforce learning vocabulary in context - Develop connections to other texts in unit, comparing & contrasting topics, ideas, treatment, theme, genre, text features, language, literary features and vocabulary. <p><i>Assess Understanding:</i></p> <ul style="list-style-type: none"> - Help students analyze the text and cite textual evidence, discussing short highlighted portions of the text in-depth with peers. (record data to observational checklist) - Assess understanding through student responses on Write and Respond prompts.

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Scholastic Comprehension Club unit themes and Read Aloud titles:

<p>Unit 1 Communities & Relationships: <i>My Family & Me</i> Q1 – Weeks 1-6</p>	<ul style="list-style-type: none"> – <i>You and Me Together</i> B Kerley – <i>Bunny Cakes</i> R Wells – <i>Daddy Calls Me Man</i> A Johnson – <i>Let’s Eat!</i> A Zamorano – <i>The Relatives Came</i> C Rylant <p>Additional Suggested Thematic Titles:</p> <ul style="list-style-type: none"> – <i>A Chair for My Mother</i> VB Williams – <i>What Aunts/Uncles Do Best</i> L Numeroff – <i>Noisy Nora</i> R Wells – <i>Peter’s Chair</i> EJ Keats <p>Traits Mentor Texts, weekly in order:</p> <ul style="list-style-type: none"> – <i>Dear Juno</i> – <i>My Truck Is Stuck!</i> – <i>Hello Ocean</i> – <i>Pigsty</i> – <i>Yo! Yes?</i> – <i>Birds</i>
<p>Unit 2 Folklore & Literary Tradition: <i>Stories with a Moral</i> Q1 – Weeks 7-10 Q2 – Weeks 1-2</p>	<ul style="list-style-type: none"> – <i>Caps for Sale</i> E Slobodkina – <i>The Little Boy Who Cried Wolf</i> D Bailer – <i>The Rabbit and the Turtle</i> E Carle – <i>The Hatseller and the Monkeys</i> BW Diakite – <i>Stone Soup</i> J Muth <p>Additional Suggested Thematic Titles:</p> <ul style="list-style-type: none"> – <i>Anasi the Spider</i> G McDermott – <i>City Mouse–Country Mouse and Two More Tales from Aesop</i> J Wallner – <i>Bat’s Big Game</i> MR Macdonald – <i>Red Riding Hood</i> J Marshall <p>Traits Mentor Texts, weekly in order:</p> <ul style="list-style-type: none"> – <i>Animals Should Definitely Not Wear Clothing</i> – <i>Roller Coaster</i> – <i>If You’re a Monster and You Know It</i> – <i>Lost and Found</i>
<p>Unit 3 Living Things: <i>Strong & Healthy</i> Q2 – Weeks 3-9</p>	<ul style="list-style-type: none"> – <i>The Busy Body Book</i> L Rockwell – <i>Animal Action, ABC</i> K Pandell – <i>Growing Vegetable Soup</i> L Ehlert – <i>Gregory the Terrible Eater</i> M Sharmat – <i>Eating the Alphabet</i> L Ehlert <p>Additional Suggested Thematic Titles:</p> <ul style="list-style-type: none"> – <i>Healthy Me (Now I Know)</i> M&G Berger – <i>Hippo and Rabbit in Three Short Tales</i> J Mack – <i>Let’s Talk Tae Kwon Do (ScholasticNews Nonfiction Readers: Sports)</i> L Falk – <i>How Do Dinosaurs Get Well Soon?</i> J Yolen <p>Traits Mentor Texts, weekly in order:</p> <ul style="list-style-type: none"> – <i>Scaredy Squirrel</i> – <i>Many Nations: An Alphabet of Native America</i> – <i>The Emperor’s Egg</i> – <i>Feeling Thankful</i>

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<p>Unit 5 A Sense of Self: <i>What I Can Do</i> Q3 – Weeks 1-7 Note: Intentionally out of order</p>	<ul style="list-style-type: none"> - <i>How You Got So Smart</i> D Milgrim - <i>Birthday Basket for Tia</i> P Mora - <i>A Color of His Own</i> L Lionni - <i>What Should I Make</i> N Nayar - <i>BLilly's Purple Plastic Purse</i> K Henkes <p>Additional Suggested Thematic Titles:</p> <ul style="list-style-type: none"> - <i>Stink: The Incredible Shrinking Kid</i> M McDonald - <i>Marty McGuire</i> K Messner - <i>Giraffe's Can't Dance</i> A Giles - <i>Goldie (The Puppy Place)</i> E Miles <p>Traits Mentor Texts, weekly in order:</p> <ul style="list-style-type: none"> - <i>Little Red Hen Makes a Pizza</i> - <i>100th Day Worries</i> - <i>Jeremy Draw a Monster</i> - <i>Bigmamma's</i> - <i>Are Trees Live?</i> - <i>The Busy Body Book</i>
<p>Unit 4 A Sense of Self: <i>What I Can Do</i> Q3 – Weeks 8-10 Q4 – Weeks 1-3 Note: Intentionally out of order</p>	<ul style="list-style-type: none"> - <i>How You Got So Smart</i> D Milgrim - <i>Birthday Basket for Tia</i> P Mora - <i>A Color of His Own</i> L Lionni - <i>What Should I Make</i> N Nayar - <i>BLilly's Purple Plastic Purse</i> K Henkes <p>Additional Suggested Thematic Titles:</p> <ul style="list-style-type: none"> - <i>Houndsley and Catina and the Quiet Time</i> J Howe - <i>I Can't Take Bath! (Just for You!)</i> I Smalls - <i>Inch By Inch</i> L Lionni - <i>Hi! Fly Guy</i> T Arnold <p>Traits Mentor Texts, weekly in order:</p> <ul style="list-style-type: none"> - <i>Lily Brown's Painting</i> - <i>Duck on a Bike</i> - <i>The Dot</i> - <i>How a House is Built</i>
<p>Unit 6 Genre Study: <i>Animal Stories</i> Q4 – Weeks 4-8</p>	<ul style="list-style-type: none"> - <i>Bear Snores On</i> K Wilson - <i>Bear's New Friend</i> K Wilson - <i>Julius, the Baby of the World</i> K Henkes - <i>Always in Trouble</i> C Demas - <i>Frog and Toad are Friends</i> A Lobel <p>Additional Suggested Thematic Titles:</p> <ul style="list-style-type: none"> - <i>Bear Wants More</i> K Wilson - <i>Days With Frog and Toad</i> A Lobel - <i>The Great Gracie Chase: Stop That Dog!</i> C Rylant - <i>Sheila Rae, the Brave</i> K Henkes <p>Traits Mentor Texts, weekly in order:</p> <ul style="list-style-type: none"> - <i>Frida</i> - <i>Throw Your Tooth on the Roof</i>

Teacher Guidance Notes • **First Grade**

Content Area Themes:

<p>Social Studies Units</p>	<p>Quarter 1 Connecting Themes Our National Heritage A Changing Country</p> <p>Quarter 2 A Changing Country, cont. Inventors in the United States</p> <p>Quarter 3 Community Helpers</p> <p>Quarter 4 We are Alike, We are Different</p> <p>Children’s Literature: A list of book titles aligned to the First Grade Social Studies GSE may be found at the Georgia Council for the Social Studies website: http://www.qcss.net/uploads/files/gr1socstkidsbooks.pdf</p>
<p>Science Units</p>	<p>Quarter 1 & 2 Plants, Animals and Weather (24 weeks or throughout the year)</p> <p>Quarter 3 Light and Sound</p> <p>Quarter 4 Magnets</p>

Content Area titles may be available through your Media Center. Check with your media specialist when starting a new unit to see what books you have at hand for read aloud and independent reading.

Also, don’t forget to look in your Leveled Book Room resources for content related titles. Quick reference can be done using the Skills and Strategies Chart beginning on page 145 of the Implementation Guide or through the Leveled Book Room Accelerator available through Scholastic Digital Manager, <https://digital.scholastic.com/#/signin> (directions for logging in on ACORN or speak to your Academic Coach).

Teacher Guidance Notes • First Grade

READING WORKSHOP MINI-LESSONS – 20 min.

The following pages contain strategies for each standard being taught. Review them all, then select those that you feel are appropriate for your students. It is not necessary that you teach every strategy. Many of these are adaptable to other standards while reinforcing the initial purpose, and should be carried over and practiced throughout the year.

Performance Tasks serve as assessment data/grades. Preview these tasks to assure that you have adequate time to complete. Checklists can be found in the Teacher resource folder.

QUARTER 1

DATE	FOCUS STANDARD
Week 1-2	ELAGSE1RL1: Ask and answer questions about key details in a text.
Week 3-4	ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Week 5-6	ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details
Reading Learning Checkpoint: 1 st BL Unit 1, see ACORN/Assessment Folder	
Week 7-8	ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Week 9	ELAGSE1RL5: Explain major difference between texts that tell stories and texts that give information.
Week 10	ELAGSE1RL6: Identify who is telling the story at various points in a text.

QUARTER 2

DATE	FOCUS STANDARD
Week 1-2	ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events. ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories.
Reading Learning Checkpoint: 1 st BL Unit 2, see ACORN/Assessment Folder	
Week 3-5	ELAGSE1RI1: Ask and answer questions about key details in a text.
Week 6-7	ELAGSE1RI2: Identify the main topic and retell key details of a text
Week 8-9	ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Reading Learning Checkpoint: 1 st BL Unit 3, see ACORN/Assessment Folder	

QUARTER 3

DATE	FOCUS STANDARD
Week 1-2	ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Week 3-4	ELAGSE1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

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	ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Week 5-6	ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas. ELAGSE1RI8: Identify the reasons an author gives to support points in a text.
Week 7	ELAGSE1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Reading Learning Checkpoint: 1 st BL Unit 5, see ACORN/Assessment Folder	
Week 8-9	ELAGSE1RL1: Ask and answer questions about key details in a text. ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Week 10	ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details

QUARTER 4

DATE	FOCUS STANDARD
Week 1-2	ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. ELAGSE1RL5: Explain major difference between texts that tell stories and texts that give information ELAGSE1RL6: Identify who is telling the story at various points in a text.
Week 3	ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events. ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories.
Reading Learning Checkpoint: 1 st BL Unit 4, see ACORN/Assessment Folder	
Week 4-5	ELAGSE1RI1: Ask and answer questions about key details in a text. ELAGSE1RI2: Identify the main topic and retell key details of a text. ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Week 6	ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ELAGSE1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Week 7-8	ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas. ELAGSE1RI8: Identify the reasons an author gives to support points in a text. ELAGSE1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Reading Learning Checkpoint: 1 st BL Unit 6, see ACORN/Assessment Folder	

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • First Grade

Instructional focus standard
ELAGSE1RL1: Ask and answer questions about key details in a text.

Learning Targets:

- I CAN ask and answer questions about setting, characters, problems, events, solution, or resolution of text.
- I CAN use appropriate question words.
- I CAN set a purpose for reading by generating questions before reading.

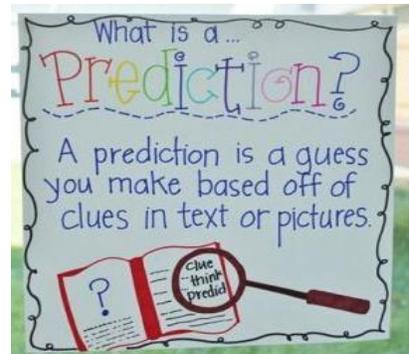
Key Terms:

Key	Details	Events	Ask	Answer	Question/Questioning
Who	What	When	Where	Why	Beginning
Middle	End	Character	Plot	Setting	

Strategies:

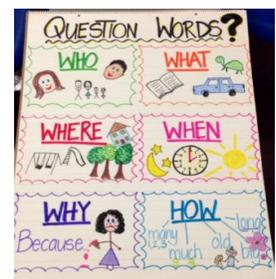
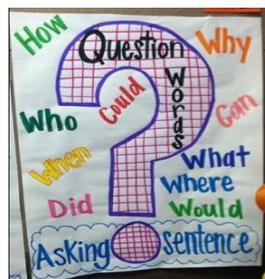
- Help students to understand the question “who” – are the character(s) people, animals, etc.
- Define setting as where and when the story takes place
- Ask students to make predictions about story events before reading and at plot turns during reading
- During reading, guide students in asking and answering questions about key details in a text using question words
- Have students locate text evidence that helps them to answer questions about key details; ask students to point to the answer, underline it, highlight it, etc.
- Encourage questions and conversations among students about stories they have heard or read

- Ask students to make predictions about story events before reading and at plot turns during reading. Choose a few predictions to record. Model for students how to state a prediction, “I think...because” or “I believe....because”. *(Handout in resources)*



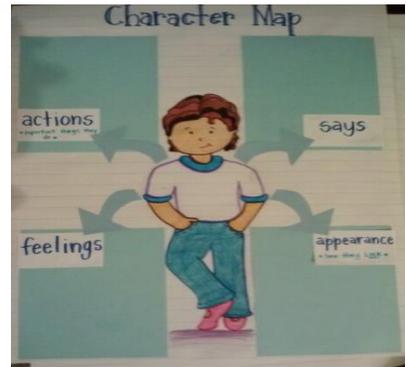
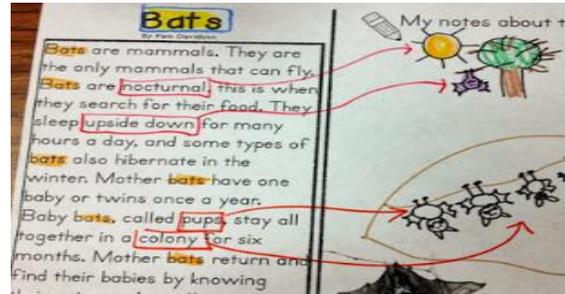
- Facilitate students in creating questions “using questions words” and “asking sentences” prior to reading to establish purpose for reading. To guide students in writing these questions on their own, begin by writing them as a group.

During reading, guide/prompt students in asking and answering questions about key details in a text using question words. *(Handouts in resources)*



Teacher Guidance Notes • First Grade

- Model locating text evidence that helps answer questions about key details; ask students to point to the answer, place a post-it or highlighter tape, underline it, highlight it, etc.
- Define story elements and relate to corresponding question words. For instance, setting is the “where” and “when” the story takes place, “What” can be used to discuss events and the problem in a story, and the solution can be correlated with “how”.
- Help students to understand the question “who” – are the character(s) people, animals, etc. Create character maps for the main characters in your stories. Students can create simplified versions on their own. Guide students in writing 1-2 sentences from the character map. (*Handouts in resources*)
- Provide opportunities to “Turn and Talk” that encourage questions and conversations using questions words among students about stories they have heard or read.



Assessment

Performance Task 1RL1:

During small group or partner reading time, students will select literary texts on their independent reading level. Allow students to work together to generate questions about key details (e.g., Who are the characters? What is the setting?). Students will write their questions in their journals. After reading the text, students will write their answers and share with the class.

Use Teacher Checklist for Performance Task 1RL1 to record mastery (teacher resource folder).

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Instructional focus standard
<p><i>ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</i></p>

Learning Targets:

- I CAN listen to, read, and discuss a variety of literary text
- I CAN retell stories read independently or with a partner
- I CAN identify the central message or lesson in a story
- I CAN identify key details in a literary text

Key Terms:

Retell	Central Message/Lesson	Key Details	Lesson	Sequence
Characters	Setting	Problem	Solution	Events

Strategies:

- Provide students with instruction in story retelling, helping them to identify key details
- Model with students how to use key details from the story to help them understand the central message or lesson
- Provide several opportunities for students to retell stories read independently or with a partner to demonstrate their understanding of the central message or lesson (including key details)
- Use graphic organizers to help students retell a story and include key details

- Teach students to use a retelling hand, where the 5 fingers represent Characters, Setting, Events, Problem, and Solution, and the center of the palm is the “heart” of the story, or central message or lesson the author is sharing. You can make your own retelling hands using any white glove and fabric markers.



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- Provide students with instruction in story retelling, helping them to identify key details. Model with students how to use key details from the story to help them understand the central message or lesson. Have students add key details to a “big Idea” anchor chart and facilitate using student ideas to determine main idea. *(handout in resource folder)*



- Ask questions such as, “What is the author trying to tell you in this story?” “What did the main character learn that I, too, could learn?” “Did any of the characters learn a lesson?” “What does the author want us to learn?” “What is the big idea the author wants us to remember after reading the story?”



- Provide several opportunities for students to retell stories read independently or with a partner to demonstrate their understanding of the central message or lesson (including key details)

Assessment

Performance Task 1RL2:

Using a retelling hand, students retell a story they have heard or read.

Use Teacher Checklist for Performance Task 1RL2 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RL3: *Describe characters, settings, and major events in a story, using key details.*

Learning Targets:

- I CAN Recognize plot, setting and character within texts
- I CAN ask and answer questions about essential narrative elements in text (e.g., setting, characters, problems, events, solution)
- I CAN visualize characters, settings, and events as they are described in a story

Key Terms:

Describe Character Visualize Setting Key Details Major Event

Strategies:

- Discuss the main components of a story (e.g., characters, setting, major events)
- During the reading of a text, ask questions that will require students to describe characters, settings and major events: “How would you describe this character?” “What can you tell me about this character?” “How would you describe the setting?”
- Role-play characters to understand them better. Sometimes the best way to get to know our characters is to stand in their shoes – to do what they do, say what they say, and act how they act. Model acting out a scene using props or puppets. Talk in the voice of the character & move the puppet the way the character would move. When you are done stop and talk about what you think about the character.
- Have students mimic this strategy with a partner. *(handout in folder)*



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- What’s in the Bubble? We can pause and think, “What is my character thinking here? Or “what might my character be saying here?” Even when the text doesn’t tell us, we can imagine, noticing what’s happened so far. Pause on the page and put a thought or speech bubble above the character in the picture and point to the bubble and say what the character might be thinking or saying. Allow students to offer their ideas to character’s thoughts and words. *(handout in folder)*



- Visualizing. Model your thinking when visualizing through Think Aloud. Provide rich details and enhance descriptions character, setting, and/or action with sensory language. Ask students to contribute details to your mental picture with probing questioning – What does the forest smell like? What can you hear? How does the air feel?
- Allow students to draw what they are visualizing. Have students share a detailed description of their drawing with a partner. Model including Appropriate Questioning words and academic language during their partner discussion.
- Continue practicing and developing strategies introduced during the previous weeks (ELAGSE1RL1 and ELASGE1RL2).



Assessment

Performance Task 1RL3:

Ask students to write a detailed description of the story setting. Have a student who is not familiar with the story read the description and draw the setting based on what they read. Encourage students to include key details that will help their partner to visualize the setting as it is described and/or illustrated in the story. Students could also write a description of a character and major events for a partner to read and illustrate.

Use Teacher Checklist for Performance Task 1RL3 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • First Grade

Instructional focus standards

ELAGSE1RL4: *Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.*

Learning Targets:

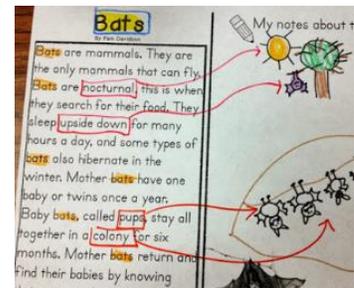
- I CAN identify sensory details (words that describe what you hear, smell, see, taste, and touch).
- I CAN Identify words that suggest feelings (e.g., laughing suggests happiness)

Key Terms:

Identify Feeling Words Phrases Senses Story Poem

Strategies:

- Read aloud stories and poems to students that include words and phrases that suggest feelings or appeal to the senses
- Locate words in the text that describe the feeling you infer from the illustration
- Model locating text evidence that helps answer questions about sensory language and inferences; ask students to point to the answer, place a post-it or highlighter tape, underline it, highlight it, etc.



- Make an anchor chart with a column for each of the 5 senses; have students describe something such as popcorn using their five senses, and record words and phrases under each of the senses

- Ask students to look & listen for words that appeal to the senses as they read. Have students hold up the correct "Senses" card when they see or hear a sensory word. *(resources in student folder)*

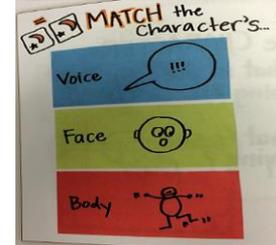
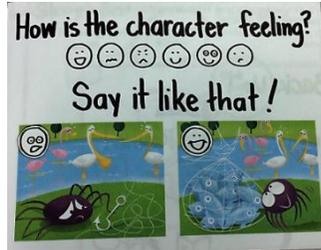
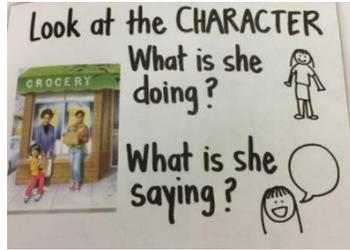
 see	 hear
 smell	 touch
 feel	

Taste	soft	smooth	peppermint	sweet
Feel	furry	sticky	delicious	wet
See	fuzzy	dry	red	white
Smell	spikey	striped	light	brown
Hear	musty	peppermint	chocolatey	sweet
	stuffy	sweet	sweet	sweet
	crinkly	snapping	lips	smacking

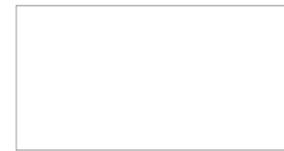
- Ask students to locate phrases or words that describe what a character does or says that help them to infer how a character feels (e.g., he stomped his foot, so he is probably feeling mad.) Model strategies that ask readers to make connections between the pictures and the characters or actions.
 - Ask questions prompting students to think about what the character is doing and what he is saying. Then model putting "doing" and "saying" into one re-telling statement.

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- Talk about how the character is feeling and how the character would talk. Use your voice to sound like the character. Make a statement about how the character is feeling.
- Use your voice, face and body to match the action in a story. Add words to explain what you are doing.



- Lead students to understand how feelings can cause characters to act in certain ways, leading to cause and effect discussions. Model forming sentences using the following frame:
 - Because _____(character) _____ felt _____(emotion), he/she _____(action)_____.
 Allow students to create and illustrate their own sentences. *(handout in resource folder)*



Because _____

felt _____ ,

- Provide many opportunities for students to identify real-life connections between words that suggest feelings or appeal to the senses.

Assessment

Performance Task 1RL4:

Select a poem or story that will support a discussion about the senses. Have students underline or highlight words that appeal to the senses. List these words on chart paper for students to read.

Use Teacher Checklist for Performance Task 1RL4 to record mastery (teacher resource folder).

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Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RL5: *Explain major difference between texts that tell stories and texts that give information.*

Learning Targets:

- I CAN distinguish fact from fiction in a text
- I CAN identify the distinguishing elements of a story
- I CAN identify the text features that give information

Key Terms:

Differences	Fact	Fiction	Nonfiction	Text	Compare	Contrast
Informational Text		Genre	Storybook			

Strategies:

- Provide students with a variety of fiction and informational texts to listen to and read for pleasure (classroom library)
- Provide students with a variety of informational texts and listen to and read for information (classroom library)
- Examine a variety of texts to students and have students note the differences between books that tell stories and books that give information. Record student thinking on an anchor chart.
- Discuss the genre of books you read in class, recording characteristics of new genres on an anchor chart as you encounter them.



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- Model sorting text features of fiction and informational to an anchor chart. Then allow students to place elements and ask them defend their thinking. Next allow students to complete activity with a partner, placing the elements and explaining their reasoning.



Assessment

Performance Task 1RL5:

Read paired texts – a nonfiction text and a fiction text on the same topic. Ask students what differences they notice between the two. Make an anchor chart about the major differences. Then have students do a book sort in a hula hoop Venn diagram, placing books that tell stories in one circle, books that give information in the other circle, and books that do both in the intersection of the hula hoops.

Use Teacher Checklist for Performance Task 1RL5 to record mastery (teacher resource folder).

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Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RL6: *Identify who is telling the story at various points in a text.*

Learning Targets:

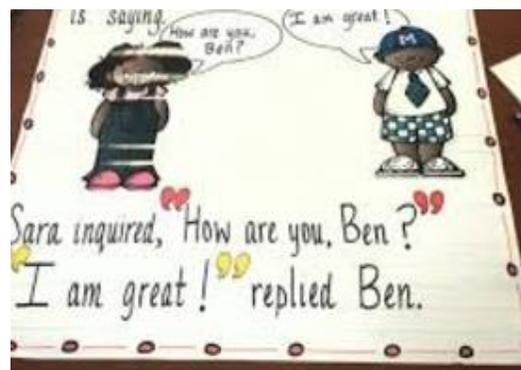
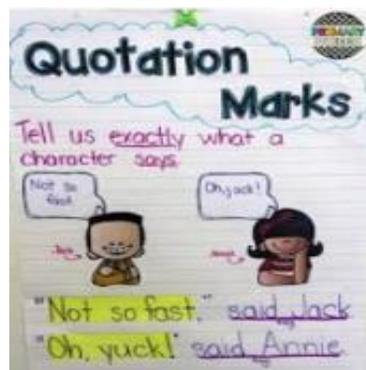
- I CAN identify the narrator of a story
- I CAN describe the role of the narrator of the story
- I CAN use knowledge of characters and story events to determine who is telling the story

Key Terms:

Identify Text Author Narrator/Speaker Point Of View
Narrator/Speaker/Storyteller/Author

Strategies:

- Lead students in a discussion about the role of the storyteller/narrator
- Encourage students to share information about the narrator in stories they have read (e.g., who is telling the story and how do you know?) Facilitate discussion to create a definition for narrator and record thinking on an anchor chart.
- In texts that contain dialogue, help students to understand the difference between the narrator and the character whose spoken words are indicated by quotation marks and tag lines (e.g., John said) Use mentor sentence anchor chart and act out with puppets or speaking bubbles to model this concept.



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- Share books that tell the same story written from different points of view. As you read each book, have students infer who is telling the story and identify the clues that helped them to make that inference. Discuss how the story is different when told by a different narrator. (Students will be introduced to point of view. However, students will not be expected to recognize the difference between 1st and 3rd.)



- Write or tell a story from a different point of view (going to the park from a dog’s point of view, a fairytale from the evil character’s point of view); see if students can infer who the unnamed narrator is.
 - One way to practice this strategy is to present an engaging photograph that includes several perspectives. Then tell the “story” of what one element in the photograph is experiencing in first person. Stretch students’ thinking by including all elements of the image. Students will try and infer who you are. Have students repeat this process with a partner.
 - Challenge them to write a story with an unusual narrator.



Assessment

Performance Task 1RL6:

The teacher will read aloud books to the class and discuss who is telling the story. For example, read the two versions of the three little pigs, one told by the pigs and one told by the wolf. The students will identify who is telling the story they are reading by writing in their reading response journals and sharing their findings with the class.

Use Teacher Checklist for Performance Task 1RL6 to record mastery (teacher resource folder).

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Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.

Learning Targets:

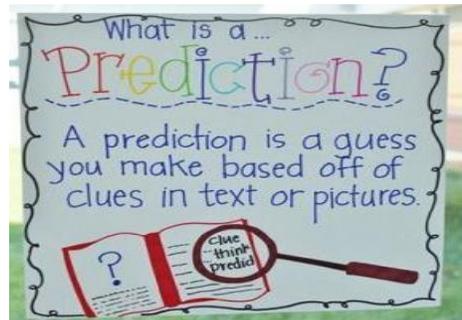
- I CAN visualize characters, settings, and events using details from the text
- I CAN make inferences about characters, settings, and events by using prior knowledge along with details from the text and illustrations

Key Terms:

Illustrations/Illustrator	Story Details	Describe	Character
Event	Setting	Visualize	

Strategies:

- Use pictures and titles to form predictions. Ask students to make predictions from pictures and titles. Choose a few predictions to record. Model for students how to state a prediction, “I think...because” or “I believe....because”. (*Handout in resources*)



- Visualizing. Use written descriptions to visualize characters, settings, and events
- Model your thinking when visualizing through Think Aloud. Provide rich details and enhance descriptions character, setting, and/or action with sensory language. Ask students to contribute details to your mental picture with probing questioning – What does the forest smell like? What can you hear? How does the air feel?
- Allow students to draw what they are visualizing. Have students share a detailed description of their drawing with a partner. Model including written descriptions to visualize characters, settings, and events
- Continue practicing and developing strategies introduced during the previous weeks



Assessment

Performance Task 1RL7:

Read aloud a story to the class without showing the illustrations. Ask students to draw the main character. Compare the drawings and look for similarities. Ask: What details did you hear in the

Teacher Guidance Notes • First Grade

text that helped you to visualize the character? Then show the illustrator’s picture of the character and ask students what they notice. What details did you all include? Have students to select a story to read with a partner. Students will then participate in a “book talk” to share their book with the class. As students share their stories, they will describe the character, setting, and events in the story by using the illustrations and information from the story. Students will then create their own stories using drawings, letters, and phonetically spelled words to describe their characters, settings and events.

Use Teacher Checklist for Performance Task 1RL7 to record mastery (teacher resource folder).

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Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RL9: *Compare and contrast the adventures and experiences of characters in stories.*

Learning Targets:

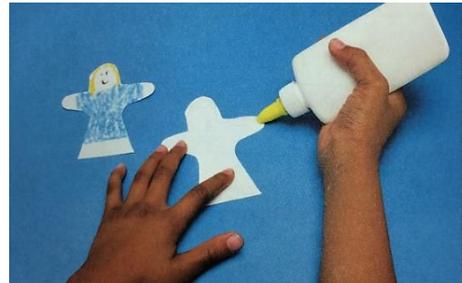
- I CAN compare and contrast the adventures and experiences of characters

Key Terms:

Compare Contrast Similar Different Adventure Characters
Experience

Strategies:

- Read aloud stories to students that have characters with similar and different adventures and experiences. Ask students to make inferences about how their experiences and adventures contributed to those similarities and differences.
 - Use the Role Playing and What My Bubble strategies from previous lessons, assigning individual students different characters.
 - After acting out scenes and experiences, talk with students about similarities and differences. Model recording these on an anchor chart.
 - Use probing questions (how/why) to facilitate student discussion in forming inferences on how experience contributes to similarities and differences (For example, in *Hats for Sale*: How are monkeys' and man's experience different? Why do you think the man is getting angry? How do you know? Do you think the monkeys are angry? Why not? How do you know?, etc.)
- Allow students to retell stories they have read or heard comparing and contrasting the adventures and experiences of the characters.
- Model the use of graphic organizers, such as a T-chart and Venn diagram, to help students compare and contrast the adventures and experiences of characters in familiar stories.



Teacher Guidance Notes • **First Grade**

- Teach hand signals for “compare” and “contrast” to make the terms memorable (e.g., Compare: Lace your fingers together and nod your head. Contrast: Bring your fists together and shake your head.)
- Continue practicing and developing strategies introduced during the previous weeks



Assessment

Performance Task 1RL9:

Read aloud two stories with similar adventures or experiences. Students will identify similarities and differences in the main character/setting/events from the two stories. Create an anchor chart or guide students in creating a Venn diagram or bubble map to record their ideas.

Use Teacher Checklist for Performance Task 1RL9 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • First Grade

Instructional focus standards
<p>ELAGSE1RI1: <i>Ask and answer questions about key details in a text</i></p>

Learning Targets:

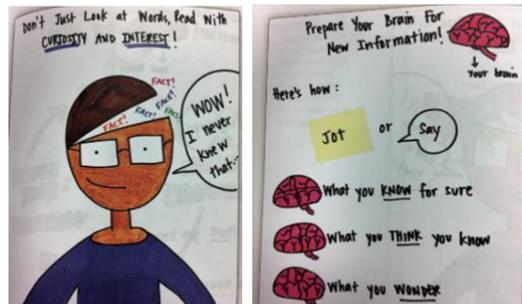
- I CAN ask and answer questions about essential expository elements (e.g., topic, transitions, facts, reasons, steps, supporting details, and conclusion) of a read-aloud or independently read text.
- I CAN generate questions before, during and after reading.
- I CAN engage in conversations about information I have read or that has been read to me.

Key Terms:

Key Details	Questions	Topic	Facts	Reasons
Predictions	Answers	Who	What	Transition
Where	When	Why	Text Evidence	Conclusions
Supporting Details				

Strategies:

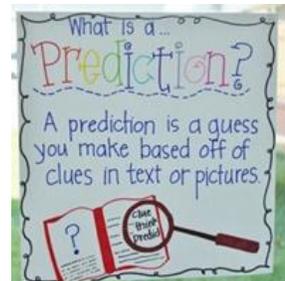
- Set an explicit purpose for reading (for example, when reading a biography about Harriet Tubman, set a purpose for reading by having students listen closely to the strategies Harriet Tubman used to escape). Build a reason for engagement – a sense of wonder. Use this to set purpose and return to wonderings during and after reading.
- Revisit making predictions about text, this time with a focus on informational text. Ask students to make predictions about key details and expected learning during reading. Choose a few predictions to record. Model for students how to state a prediction, “I think...because” or “I believe....because”.
(Handout in resources)



Making Predictions

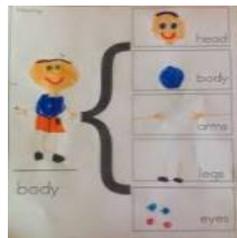
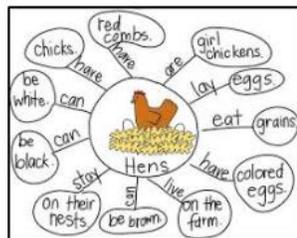
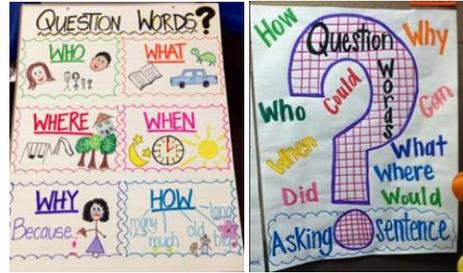
I think _____

because _____

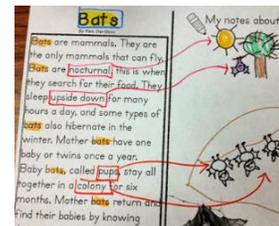


Teacher Guidance Notes • First Grade

- Read aloud informational text to students demonstrating how to ask questions and then locate answers in a text.
- Reinforce creating questions “using questions words” and “asking sentences” before, during, and after reading. Model writing a few as a group, and facilitate students in writing their own questions.
- During reading, guide/prompt students in asking and answering questions about key details in a text using question words.
- Model the use of graphic organizers to collect information.
- Guide students in completing a graphic organizer that will help them identify key details in a text



- Have students locate text evidence that helps them to answer questions about key details; ask students to point to the answer, underline it, highlight it, etc.



Assessment

Performance Task 1RI1:

The teacher will guide the students in reading informational text at their instructional-independent reading level. Students will complete a graphic organizer to help them locate and record the key details or facts in the text. Students will use their graphic organizer to demonstrate how to ask and answer questions about the key details in the text.

Use Teacher Checklist for Performance Task 1RI1 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • **First Grade**

Instructional focus standard
ELAGSE1RI2: <i>Identify the main topic and retell key details of a text.</i>

Learning Targets:

- I CAN identify the main idea/topic and key details of informational text read or heard
- I CAN identify and infer main idea/topic and key details
- I CAN retell key details in a text

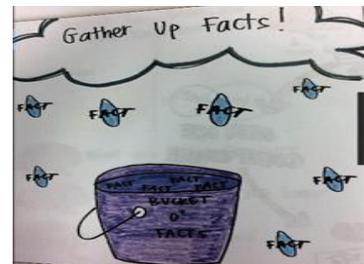
Key Terms:

Main Idea (Topic) Key Details Key Events Retell

Strategies:

- Model how to locate key details by using think-aloud techniques during or after reading:

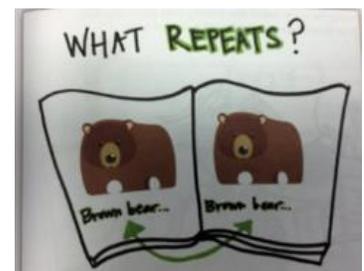
- After reading, gather up facts by stopping often to say all that was read fact by fact. Record some of the facts by listing them. Put your facts in a 'Bucket O'Facts' and work with students to generate a label naming what kind of facts are in your bucket (main topic).



- Model exploring and lingering on a page to locate details – 'searching for treasures'. Use tons of encouraging language to keep students digging deeper and build stamina

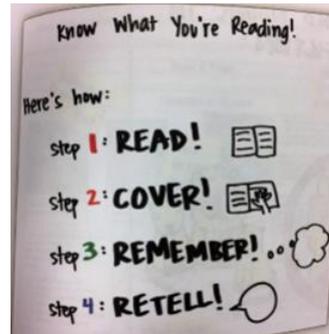
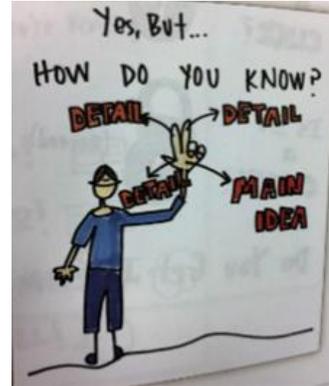


- Be on the look-out for what repeats. Look at the pictures to see what stays the same and what is new. The repeating pattern can reveal key details and main idea.



Teacher Guidance Notes • **First Grade**

- Model how to use key details in retelling. Remember to relate details to main idea
 - Using similar technique to story glove, retell key details using ‘How Do I Know’ model. The palm of your hand becomes the main idea and fingers are key details. Explain how you know that the detail connects to the main idea.
 - Periodically, cover the text you have just read. Focus on remembering what you have just read – say back what you remember (it’s ok to peek). Create a game-like feel as you model and practice this strategy with students.



- Reinforce key ideas and details with carefully placed questions
 - How do you identify the main topic of a text?
 - How do you identify the key details, events and setting in a text?
 - What is this text mostly about?
 - What is the most important thing that the author wants us to know?

Assessment

Performance Task 1RI2:

The teacher reads an informational text to the students. The class will select the main topic from a list of topics with several distractors present. The students will identify the key details that support the main topic. The teacher records the details provided by the students on a graphic organizer. During small group instruction, students will read an informational text and work with a partner to highlight the key details in the text.

Use Teacher Checklist for Performance Task 1RI2 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
 Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Learning Targets:

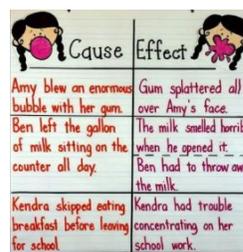
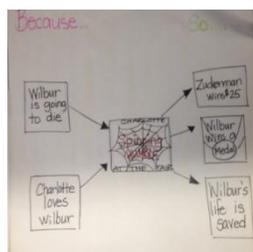
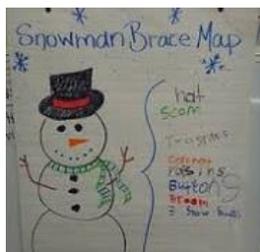
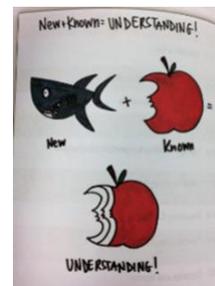
- I CAN identify and explain the connection between two individuals, events, ideas, or pieces of information in a text
- I CAN identify the cause and effect relationships between two individuals or events

Key Terms:

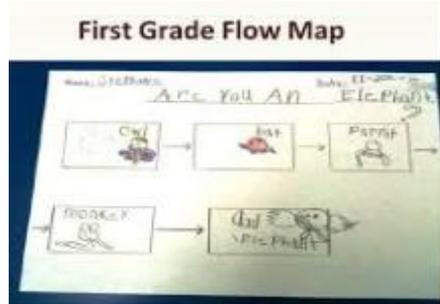
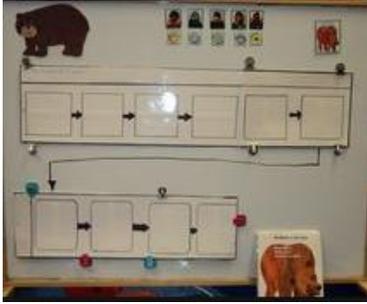
Text Connections Individuals Events Ideas Information Cause
 Effect

Strategies:

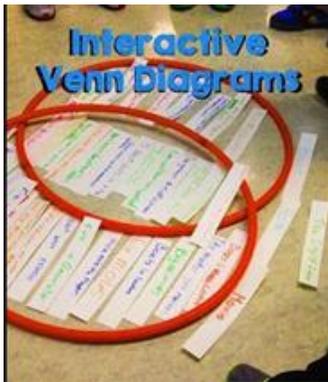
- During read-aloud sessions, lead students in making connections between two individuals, events, ideas, or pieces of information in a text.
- Provide students with opportunities to read and orally share connections between two individuals, events, ideas, or pieces of information in a text.
- Use a variety of graphic organizers to help students explain connections depending on the text structure



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Teacher Guidance Notes • **First Grade**



- Sequence pictures and sentence strips to order events.
- Copy picture elements from text and/or create sentence strips and use these manipulatives in experimenting with and discovering organizational structures.
- Create sequence or cause and effect chains.
- Create interactive Venn diagrams to compare and contrast



Assessments

Performance Task 1RI3:

After reading an informational text, have students use a graphic organizer to identify cause/effect relationships or to show the relationships (compare/contrast) between individuals.

Use Teacher Checklist for Performance Task 1RI3 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RI4: *Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.*

Learning Targets:

- I CAN use prior knowledge and experiences to explain the meaning of words and phrases in a text
- I CAN ask and answer questions about words or phrases to find out their meaning
- I CAN recognize grade-level words with multiple meanings

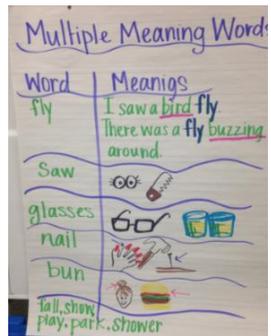
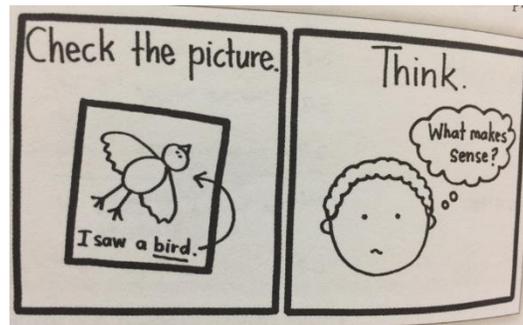
Key Terms:

Question Ask Answer Phrases Words Meaning Clarify Text

Strategies:

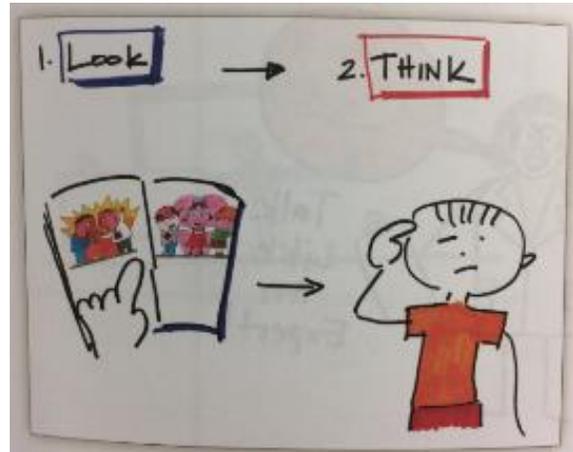
- During read-alouds, use the think aloud strategy to model how to clarify the meaning of words and phrases in text.
- Provide opportunities for students to build vocabulary by asking and answering questions about words and phrases read or heard in a variety of text.

- For early readers where pictures and following a pattern are the primary ways to figure out what the print says, teach students to use the pictures to help determine the meaning of tricky words. Think about what makes sense – look at the picture and think “what is happening in this picture? What word would make sense?”
- Create an anchor or display for the collection of multiple meaning words. Add examples students find in their independent reading books.



Teacher Guidance Notes • First Grade

- Teach students that reading is thinking! Model “What I See/What I Think”, reading from a page, saying what you see, then telling what’s in your mind or what you are thinking. Tailor your “What I See/What I Think” observations to understanding the meaning of words or phrases. Prompt students to point at a picture. Say what you see. What do you think about on this page? Say “I am thinking...” Then, say “Maybe...” Affirm students’ ideas, reminding them that these are thoughts that they came up with on their own.

**Assessment***Performance Task 1RI4:*

During a read aloud, teach students to signal for unknown words. The teacher prompts students to use context clues to determine the meaning of the unknown words. During small group instruction, students will read an informational text on an independent or instructional level. During the second read, the students will record/highlight unknown words in the text. The teacher and students will read from the text and discuss to determine the meanings of unknown words.

Use Teacher Checklist for Performance Task 1RI4 to record mastery (teacher resource folder).

Teacher Guidance Notes • First Grade

Instructional focus standard

ELAGSE1RI5: *Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.*

Learning Targets:

- I CAN locate headings, table of contents, glossary, index, electronic menu, icon in text
- I CAN review text using various text features
- I CAN locate information quickly and accurately by using organizational text features

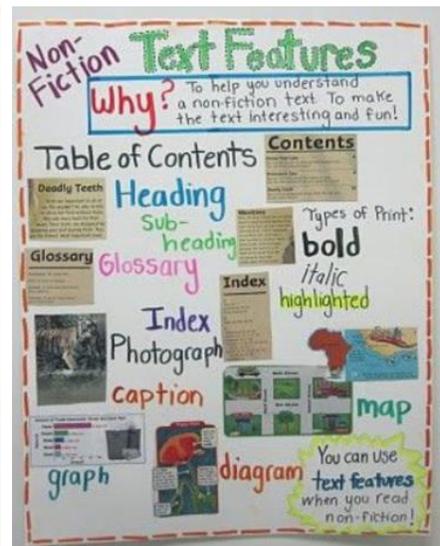
Key Terms:

Text Features Headings Table of Contents Glossary Electronic Menu
 Icon Index

Strategies:

- Explain to students informational text features, where they are located and their importance (e.g., heading, table of contents, glossary, index, electronic menu, icon).
- Make an anchor chart with an example of each text feature and how it helps the reader.

- Provide students with opportunities to look at books and electronic text while pointing out various text features and how they help to locate key facts and information



- When introducing a content-rich book, select one or two text features to highlight. Choose features that are helpful for determining the important ideas in the text or understanding its organization. Pose questions that help students recognize the functions of these features such as the following:

Teacher Guidance Notes • First Grade

1. What does our preview of this feature tell us about the kind of information we will encounter?
 2. What does this feature tell us about how the book is organized?
- **Feature Comparison.** Point out variations among text features in several books or articles. Have students examine different examples of the same text feature and identify the differences in books and articles. Have each student point to text feature that the teacher asks about from the book. Invite a student to explain how the feature helps him understand the passage.
 - *Author Author.* Encourage students to include text features in their own expository writing. For example, students can add an index and a glossary of important words to a class book, or they can organize a report with headings and a table of contents.
 - *Feature Rating.* After reading a text, reflect as a class how the feature(s) helped reinforce the text, or how the feature helped the reader find the information. Rate or grade the feature as to its helpfulness, information, clarity, interest, etc.

**Assessment***Performance Task 1RI5:*

Engage students in a Scavenger Hunt to locate various text features in an informational text. Students will work with a partner to locate the text features. As the features are located, students will tell where they located the text feature and its importance in locating key facts or information in a text.

Use Teacher Checklist for Performance Task 1RI5 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RI6: *Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.*

Learning Targets:

- I CAN recognize that print and pictures are both sources of information (signs and labels, newspapers, and informational books)
- I CAN use prior knowledge, graphic features (illustrations), and graphic organizers to understand text
- I CAN interpret information from illustrations, diagrams, charts, graphs, and captions
- I CAN recognize the differences between information provided by pictures and illustrations and the words in a text

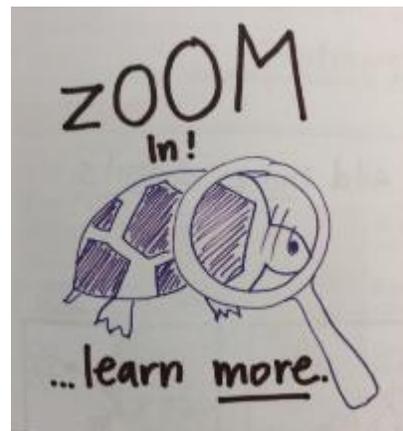
Key Terms:

Distinguish	Pictures	Illustrations	Charts	Graphs	Information
Diagrams	Text	Captions			

Strategies:

- Guide students in answering questions as to the different purposes served by words and illustrations in a text and the effects they have on the reader.
- Provide students with opportunities during large and small group reading to discuss the differences between information provided by pictures, captions, graphic organizers, diagrams, charts, and graphs and information provided by the words in a text.
- Ask: “What can you learn from the illustrator?” “After reading the text, what is in the text that is not in the illustration?”

- *Cover Up Then Zoom In* – Use a stick note to cover an image on the page. Read the text on the page and think, “What is this teaching me so far?” Then, uncover the image and zoom in on it asking, “What new information am I getting from this image?” or “What parts of what I just read also show up in this image?”. You can also flip this strategy, examining the picture first, then revealing the text. Allow enough time to really examine the images.



Teacher Guidance Notes • First Grade

- *Illustration/Photograph Questions.* Model asking and answering the following types of questions about specific text features. Have students work with a partner to form their own thinking about images/photographs in a text:
 - How is this picture related to the main text?
 - Does the picture give you more information or the same information?
 - What can you learn from this picture that is not written explicitly in the text?
 - Does the picture have a caption? Is the caption interesting? Does it help you to understand the picture better?

Assessment*Performance Task 1RI6:*

The teacher will lead the students in exploring the relationships between images and words by looking at illustrations in informational text to see how illustrations and texts can relate to and strengthen one another. Students will provide words for illustrations which are missing the words, and will provide illustrations when only given the words.

Use Teacher Checklist for Performance Task 1RI6 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RI7: *Use illustrations and details in a text to describe its key ideas.*

Learning Targets:

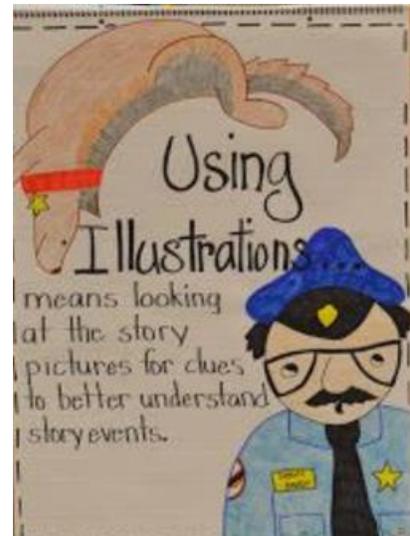
- I CAN recognize and use graphic features to understand text
- I CAN interpret information from illustrations, diagrams, charts, and graphs

Key Terms:

Illustration	Detail	Describe	Key Ideas	Identify
Discuss	Graphic Feature			

Strategies:

- Engage students in a picture-walk through several informational texts pointing out how the illustrations help to describe the key ideas in the text.
- Provide opportunities for students to explain how illustrations/photographs contribute to understanding the text.
- Allow students to view a diagram with the labels covered by a sticky note. Students will study the diagram closely to guess what they will be studying. Ask questions such as what is missing from the diagram that might be useful? One by one, uncover the words and discuss what information the author gives. Ask students to explain how the image provides clarity and contributes to their understanding.
- *Closer Look.* Invite students to look closely at the illustrations used in a text before reading it and make a list of what they see. Tell students to find the main idea and details that may appear in the illustrations.
- *Similarities and Differences.* Tell students to read a portion of an informational text that is illustrated. Have students then describe similarities and differences between the illustration and the text (Fountas, 2006).



Teacher Guidance Notes • **First Grade**

- *Illustration Sort.* Select five to ten illustrations from a book/text the class will read. Choose some illustrations that students would expect to see in the book/text, as well as others that may be less expected. Show students the pictures and ask them which ones they think would be in a text titled _____ (i.e. bears, weather, travel).

As a group, have students sort pictures into three categories: in the book, not in the book, or not sure. Ask students to give the reasons for their decisions. Read the text together to confirm their choices. After reading, ask students to rearrange the pictures into the correct categories and discuss their reasons for moving them.

- *What's In an Illustration?* Choose an illustration from the text. Write the title or describe the illustration in the first column of a two column graphic organizer. In the 2nd column, record information the illustration gives the student/class. This strategy should be modeled multiple times before students complete the task independently.

Assessment*Performance Task 1RI7:*

Students will choose and read an informational text on their independent reading level. Following the reading of their selected text, students will share their book with the class (small group) by using the illustrations and details in the text to describe the key ideas. Students may also create their own illustrations and write a paragraph to describe the key ideas from their book.

Use Teacher Checklist for Performance Task 1RI7 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RI8: *Identify the reason an author gives to support points in a text.*

Learning Targets:

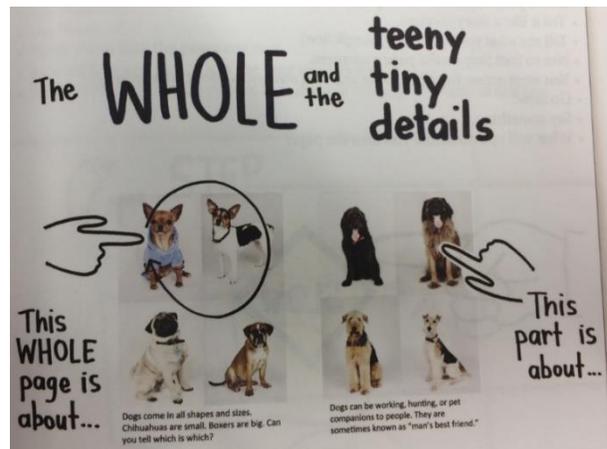
- I CAN identify the main idea
- I CAN identify the supporting details of informational text read or heard

Key Terms:

Author Main Idea Support Detail Reason Example

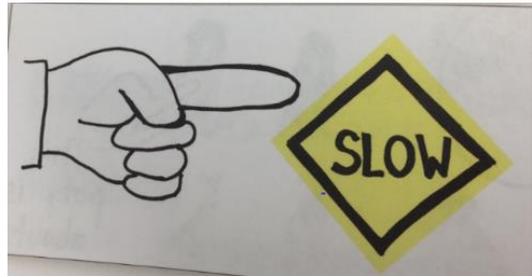
Strategies:

- Provide instruction in recognizing the author’s purposes for writing a text.
- Explain to students that an author may give you facts to support important points in a text.
- Read aloud a pre-selected section in a text and lead students in identifying the information in the text that supports the author’s point.
- *The WHOLE and Teeny-Tiny Details* – Model the strategy: Pay attention to the WHOLE and the teeny-tiny details on the page. Sweeping your finger across the whole page, say what the page is mostly about. Then zoom in on small parts, saying one thing for each part you see. Prompt deeper thinking by asking “What else did you learn?” This will strategy will help student internalize non-fiction structure of main idea and key details.



Teacher Guidance Notes • **First Grade**

- Linger Finger – Strategy to encourage noticing details. Model and think aloud using a “Linger Finger” to keep from zooming through a book. Use your “linger finger” to look across parts of the page, saying something each time your finger land in a spot. Don’t turn to the next page until you’ve had a change to linger. Prompt and encourage students in their own practice with questions like “tell me what you are learning.” “what was surprising here?” “what else do you notice?”
- Readers Explain Their Thinking – Model focusing thinking by explicitly practicing thinking and explaining. Prompt students to stop when they have an idea to ask and answer the question “what makes me think that?” Prompt deeper thinking with “why do you think that...” and “How do you know...” Ask students to tell you or a partner how they got their idea.



Assessment

Performance Task 1RI8:

Have students participate in partner or group reading of a short informational text for the purpose of identifying and restating the reasons to support specific points the author has made in a text. Students will retell or write the reasons, giving specific examples from the text to support the author’s point of view.

Use Teacher Checklist for Performance Task 1RI8 to record mastery (teacher resource folder).

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • **First Grade**

Instructional focus standard

ELAGSE1RI9: *Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).*

Learning Targets:

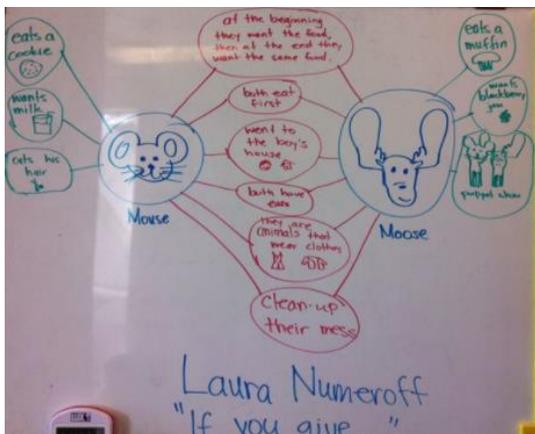
- I CAN recognize similarities in and differences between key details in texts that have the same topic
- I CAN compare and contrast illustrations, descriptions, or procedures within two texts

Key Terms:

Similarities Differences Compare Contrast Topic Procedure Detail
Illustrations Description

Strategies:

- Lead the students in a discussion how two texts on the same topic are alike and different and provide details from the text
- Model using a Venn diagram or Double Bubble to compare and contrast (similarities and differences) between two texts
- Generate a chart for procedural/how to texts
- Provide opportunities for students to identify similarities and differences between texts



Teacher Guidance Notes • First Grade

- Think Pair Share Write. *Think*: The teacher prompts the students with a question such as “name one thing that is similar about text one and two.” *Pair/Share*: Students pair up to discuss responses. Be strategic with partners! Elbow buddies or numbered partners allows for structured conversations that also build upon strengths and/or provides accommodations. The length of the discussion depends on the complexity of the task. *Write*: This part can be as simple as jotting a quick thought on paper, white board, or graphic organizer.



Assessment

Performance Task 1R19:

The teacher reads aloud to the class two texts on the same topic (e.g., books about dolphins). Guide and discuss with the class, using a graphic organizer to compare and contrast the two texts, look at the illustrations, etc.

Use Teacher Checklist for Performance Task 1R19 to record mastery (teacher resource folder).

WRITING WORKSHOP – 35-50 min.

Instructional focus standards, ongoing

WRITING (W)

Text Types and Purposes

ELAGSE1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELAGSE1W3: 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.

Production and Distribution of Writing

ELAGSE1W5: 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.

- a. May include oral or written prewriting (graphic organizers).

ELAGSE1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

LANGUAGE (L)

Conventions of Standard English

ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- 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 sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
- k. Prints with appropriate spacing between words and sentences.

ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Traits Writing and Conventions

Writing Standards Assessments (End of Each Unit): *Assess Unit Project using Traits Scoring Guides and District Writing Rubrics.*

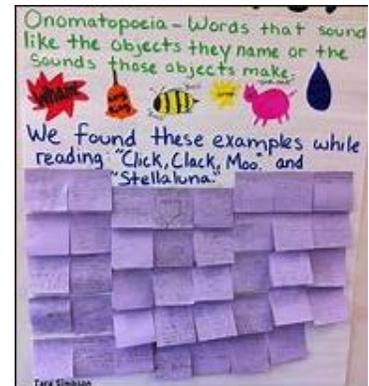
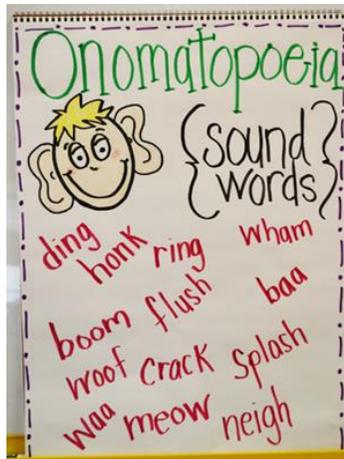
Teacher Guidance Notes • **First Grade**

Students will develop a narrative or informational writing project each week – 3 per Unit. Students will also complete one opinion writing piece during each Reality Check. When appropriate, consider using Science and Social Studies content to provide topics and using technology in the creation of student writing.

Notes for Language Standards/Conventions: Focus Language standards (Conventions) listed are to be used as guide for introduction, then practice, based on the activities shared in the Units. In other words, practice with the conventions listed ‘fit’ with the activities in Traits. Continued practice in all convention standards occur throughout the Traits Units **and in Wilson** and can be assessed at any time.

Consider using mentor sentences to provide instruction and practice with conventions:

1. Provide a sample sentence demonstrating the specific convention from a mentor text. (See a video exploring using onomatopoeia here: <https://www.youtube.com/watch?v=W5N-QnhpHUY>) You will want to reinforce and refine the rule by providing several examples over several days and in the coming weeks.
2. Work with students to ‘Write a Rule’ for the convention and create an anchor chart. Keep the anchor chart displayed during this focus time.
3. Provide opportunities for practice. For instance, ask students to create a list of sounds that various animals make, then have each write a sentence including the sound as an onomatopoeia.
4. Invite students to practice the rule with their own writing and to find examples in their own books during reading. Provide an opportunity for students to share examples they find, i.e., copy examples on post-its and add to a class display.



A lesson may sound like this

“I want to write about how quiet it was when I was walking in the woods. I could say: *I went walking in the woods. It was quiet.* That is okay, but I’m going to challenge myself to use some sounds words or onomatopoeia to make it more interesting. Watch as I write . . .”

Shhh! Listen . . . crunch crunch squunch. My feet crunch softly on the gravel path, but the sound seems huge. It is so quiet in the forest that my footsteps sound loud!

“Partners, put your heads together. Why is this better than *I went walking in the woods? It was quiet?*”

Adapted using Linda Hoyt, *Scholastic Conventions and Craft*

Teacher Guidance Notes • First Grade

QUARTER 1

<p>Weeks 1-5 Unit 1 Getting Started</p>	<ul style="list-style-type: none"> • Establish rituals and routines for Student Journals/Notebooks and Portfolios • Weekly Focus – <ul style="list-style-type: none"> ○ Week 1: Writing Process ELAGSE1L1a. Capitalize dates and names of people. <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Dear Juno</i> Writing activity; Writing Routine • Tuesday – Author video; Focus Lesson • Wednesday – Focus Lesson; Writing activity and routine • Thursday – Focus Lesson; Whole Class Share • Friday – Independent Writing; Whole Class Reflection ○ Week 2: Prewriting ELAGSE1L1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>My Truck is Stuck!</i> Writing activity (5 W’s); Writing Routine • Tuesday – Author video; Focus Lesson • Wednesday – Writing Project (What Writers Do Posters); Writing activity & routine • Thursday – Writing project; Whole Class Share • Friday – Writing project; Whole Class Reflection ○ Week 3: Drafting ELAGSE1L1f. Use frequently occurring adjectives. <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Hello Ocean</i> Writing activity; Writing Routine • Tuesday – Author video; Begin project (Travel Brochure) • Wednesday – Writing Project; Writing activity & routine • Thursday – Writing project; Whole Class Share • Friday – Independent Writing; Whole Class Reflection ○ Week 4: Revising ELAGSE1L2b. Use end punctuation for sentences. <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Pigsty</i> Writing activity; Writing Routine • Tuesday – Author video; Begin project (Picture Book Revision) • Wednesday – Writing Project; Writing activity & routine • Thursday – Writing project; Whole Class Share • Friday – Independent Writing; Whole Class Reflection ○ Week 5: Editing BOY Benchmark paper - BOY Scoring using Writers Continua – all Traits pg. 72 <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Yo! Yes?</i> Writing activity; Writing Routine • Tuesday – Author video; Writing Project (Editing Hats) • Wednesday – Focus Lesson; Writing activity & routine • Thursday – Focus Lesson; Whole Class Share • Friday – BOY BENCHMARK PAPER; Whole Class Reflection • Establish language of the Traits to talk about writing • Establish ritual and routines of Writers Workshop including time for writing, expectations, how to confer with a partner, managing supplies, etc.
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Teacher Guidance Notes • First Grade

<p>Weeks 6-8 Unit 2 Informational/ Expository</p>	<p>Week 1 – Ideas: Finding a Big Idea ELAGSE1L1f. Use frequently occurring adjectives</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>Birds</i> Tuesday – Author video; Begin project (<i>Class Wildlife Guide</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection <p>Week 2 – Organization: Starting with a Bold Beginning ELAGSE1L2b. Use end punctuation for sentences.</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>Animals Should Definitely Not Wear Clothing</i> Tuesday – Author video; Begin project (<i>Lift-the-Flap Animal Book</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection <p>Week 3 – Voice: Expressing a Feeling ELAGSE1L2c. Use commas in dates and to separate single words in a series</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>Roller Coaster</i> Tuesday – Author video; Begin project (<i>Diary Entry</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection
<p>Week 9 Reality Check 1</p>	<ul style="list-style-type: none"> Assess two Unit 2 papers using the Beginning Writers Continua (TG pg 336-342), Ideas, Organization, and Voice, element A Presentation – students share one piece of writing from Unit 2 with the class; add to portfolio Provide individual feedback in Student conferencing/Small group Opinion writing – <i>What I Learned</i> pg 108 Optional: Introduce Narrative Writing CONVENTIONS – Presentation <p>ELAGSE1L1a. Print all upper- and lowercase letters. ELAGSE1L1k. Prints with appropriate spacing between words and sentences.</p>

QUARTER 2

<p>Weeks 1-3 Unit 3 Narrative</p>	<p>Week 1 – Word Choice: Choosing Zippy Verbs ELAGSE1L1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>If You're a Monster and You Know It</i> Tuesday – Author video; Begin project (<i>Class Monster Book</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection <p>Week 2 – Sentence Fluency: Building Complete Sentences ELAGSE1L1j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory)</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>Lost and Found</i> Tuesday – Author video; Begin project (<i>Lost Animal Posters</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection <p>Week 3 – Ideas: Focusing on the Big Idea ELAGSE1L1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>Scaredy Squirrel</i> Tuesday – Author video; Begin project (<i>Scaredy Critters Book</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection
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Teacher Guidance Notes • First Grade

<p>Week 4 Reality Check 2</p>	<ul style="list-style-type: none"> Assess two Unit 3 papers using the Beginning Writers Continua (TG pg 336-342), Word Choice and Sentence Fluency, element A, and Ideas, element B Presentation – students share one piece of writing from Unit 3 with the class; add to portfolio Provide individual feedback in Student conferencing/Small group Optional: Introduce Informational Writing Opinion Writing – <i>Ad for a Class Pet</i>, or <i>Change the Mode</i> pg 144 CONVENTIONS – Presentation ELAGSE1L1a. Print all upper- and lowercase letters. ELAGSE1L1k. Prints with appropriate spacing between words and sentences.
<p>Weeks 5-7 Unit 4 Informational</p>	<p>Week 1 – Organization: Creating a Mighty Middle ELAGSE1L1b. Use common, proper, and possessive nouns.</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>Many Nations: An Alphabet of Native America</i> Tuesday – Author video; Begin project (<i>Class Alphabet Book</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection <p>Week 2 – Voice: Communicating with Sparkle and Pizzazz ELAGSE1L1f. Use frequently occurring adjectives</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>The Emperor’s Egg</i> Tuesday – Author video; Begin project (<i>Picture and Caption</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection <p>Week 3 – Word Choice: Picking “Just Right” Words ELAGSE1L1g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). ELAGSE1L2c. Use commas in dates and to separate single words in a series.</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>Feeling Thankful</i> Tuesday – Author video; Begin project (<i>Class Thanks Book</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection
<p>Week 8 Reality Check 3</p>	<ul style="list-style-type: none"> Assess two Unit 4 papers using the Beginning Writers Continua (TG pg 336-342), Organization, Voice, and Word Choice, element B Presentation – students share one piece of writing from Unit 4 with the class; add to portfolio Provide individual feedback in Student conferencing/Small group Optional: Introduce Narrative Writing Opinion Writing – <i>Just Do It!</i> pg 180 CONVENTIONS – Presentation ELAGSE1L1a. Print all upper- and lowercase letters. ELAGSE1L1k. Prints with appropriate spacing between words and sentences. Select MOY writing sample from student portfolio

QUARTER 3

<p>Weeks 1-3 Unit 5 Narrative</p>	<p>Week 1 – Sentence Fluency: Starting Sentences in Different Ways ELAGSE1L1j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>The Little Red Hen Makes a Pizza</i> Tuesday – Author video; Begin project (<i>Develop a Skit</i>); Conventions Wednesday – Differentiated small groups Thursday – Writing project Friday – Writing project; reflection <p>Week 2 – Ideas: Staying with the Big Idea ELAGSE1L1i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <ul style="list-style-type: none"> Monday – Focus Lesson; Mentor text <i>100th Day Worries</i> Tuesday – Author video; Begin project (<i>News Story Event</i>); Conventions
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Teacher Guidance Notes • First Grade

	<ul style="list-style-type: none"> • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection <p>Week 3 – Organization: Finishing with an Excellent Ending ELAGSE1L1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). ELAGSE1L1e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Jeremy Draws a Monster</i> • Tuesday – Author video; Begin project (<i>Short Story</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection
<p>Week 4 Reality Check 4</p>	<ul style="list-style-type: none"> • Assess Unit 5 projects using the Beginning Writers Continua (pg 348-350) Sentence Fluency, element B, Ideas, and Organization, element C • Presentation – students share one piece of writing from Unit 5 with the class; add to portfolio • Provide individual feedback in Student conferencing/Small group • Optional: Introduce Informational Writing • Opinion Writing – <i>Convince the Teacher</i> pg 216 • CONVENTIONS – Presentation ELAGSE1L2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ELAGSE1L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p>Weeks 5-7 Unit 6 Informational</p>	<p>Week 1 – Voice: Reaching Out to the Reader ELAGSE1L1i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Bigmama’s</i> • Tuesday – Author video; Begin project (<i>Directions</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection <p>Week 2 – Word Choice: Stretching for Never-Tried-Before Words ELAGSE1L1h. Use determiners (e.g., articles, demonstratives).</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Are Trees Alive?</i> • Tuesday – Author video; Begin project (<i>Trail Sign</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection <p>Week 3 – Sentence Fluency: Varying Sentence Lengths ELAGSE1L1i. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>The Busy Body Book</i> • Tuesday – Author video; Begin project (<i>Fitness Brochure</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection
<p>Week 8 Reality Check 5</p>	<ul style="list-style-type: none"> • Assess Unit 6 projects using the Traits Scoring Guides (pg 348-350) Voice, Word Choice, and Sentence Fluency, element C • Presentation – students share one piece of writing from Unit 6 with the class; add to portfolio • Provide individual feedback in Student conferencing/Small group • Optional: Introduce Narrative Writing • Opinion Writing – <i>Healthy Living Poster</i> pg 252 • CONVENTIONS – Presentation ELAGSE1L2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ELAGSE1L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Teacher Guidance Notes • First Grade

<p>Weeks 1-2 Unit 7 Narrative</p>	<p>Week 1 – Ideas: Using Juicy Details Review Conventions as needed as indicated by student data.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Lily Brown’s Paintings</i> • Tuesday – Author video; Begin project (<i>Fantasy Story</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection <p>Week 2 – Organization: Adding a Terrific Title Review Conventions as needed as indicated by student data.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Duck on a Bike</i> • Tuesday – Author video; Begin project (<i>Sequel</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection
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QUARTER 4

<p>Week 1 Unit 7 Narrative</p>	<p>Week 3 – Voice: Saying things in New Ways Review Conventions as needed based on student data</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>The Dot</i> • Tuesday – Author video; Begin project (<i>Personal Narrative</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection
<p>Week 2 Reality Check 6</p>	<ul style="list-style-type: none"> • Assess Unit 7 projects using the Traits Scoring Guides (pg 348-350) Ideas, Organization, and Voice, element D • Presentation – students share one piece of writing from Unit 7 with the class; add to portfolio • Provide individual feedback in Student conferencing/Small group • Optional: Introduce Informational Writing • Opinion Writing – <i>A Letter</i> pg 288 • CONVENTIONS (review as needed) – Presentation ELAGSE1L2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ELAGSE1L2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<p>Weeks 3-5 Unit 8 Informational</p>	<p>Review Conventions as needed based on student data.</p> <p>Week 1 – Word Choice: Using Words to Create Meaning</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>How a House is Built</i> • Tuesday – Author video; Begin project (<i>Creating a Glossary</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection <p>Week 2 – Sentence Fluency: Making Smooth Sounding Sentences</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Frida</i> • Tuesday – Author video; Begin project (<i>Creating an Interview</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection <p>Week 3 – All Traits - Informational</p> <ul style="list-style-type: none"> • Monday – Focus Lesson; Mentor text <i>Throw Your Tooth on the Roof</i> • Tuesday – Author video; Begin project (<i>Creating an Email Message</i>); Conventions • Wednesday – Differentiated small groups • Thursday – Writing project • Friday – Writing project; reflection

Teacher Guidance Notes • First Grade

<p>Week 6-8 Unit 9 All Traits</p>	<p>Wrapping Up the Year</p> <ul style="list-style-type: none"> • Assess Unit 8 projects using the Traits Scoring Guides for Word Choice, and Sentence Fluency, element D, and All Traits (pg 348-350) • End of Year Benchmark paper (see week 2, pg 326-327) • Reflection • Writing Folder Wrap-Up • Student Presentations
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Teacher Checklist for Performance Task 1RI8

Who...?

When...?

Why...?

What...?

Where...?

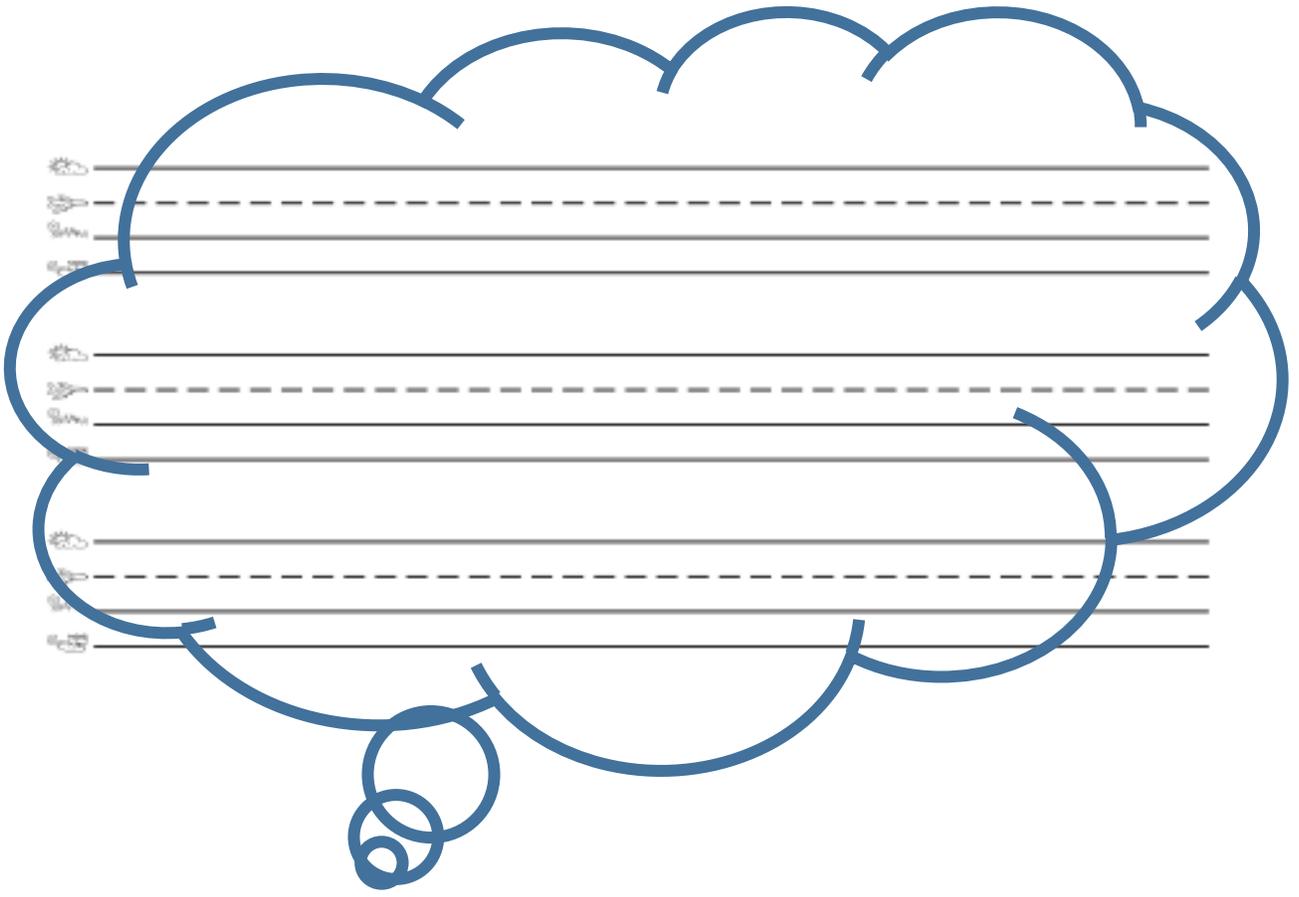
How...?

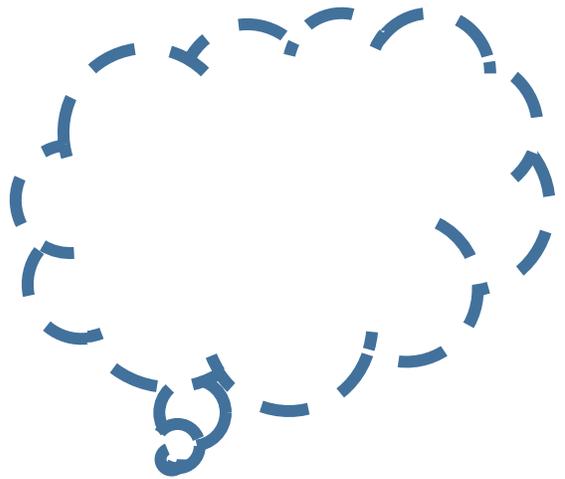
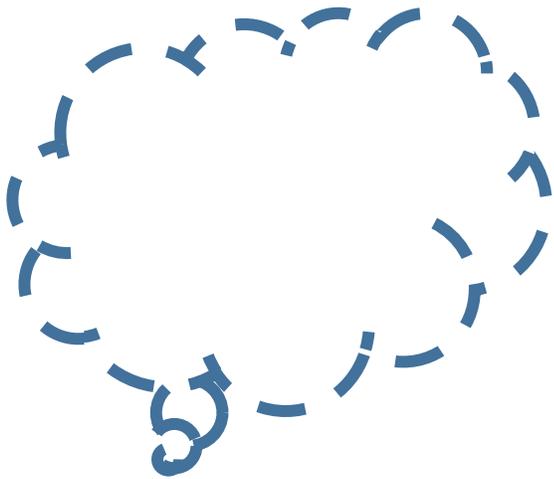
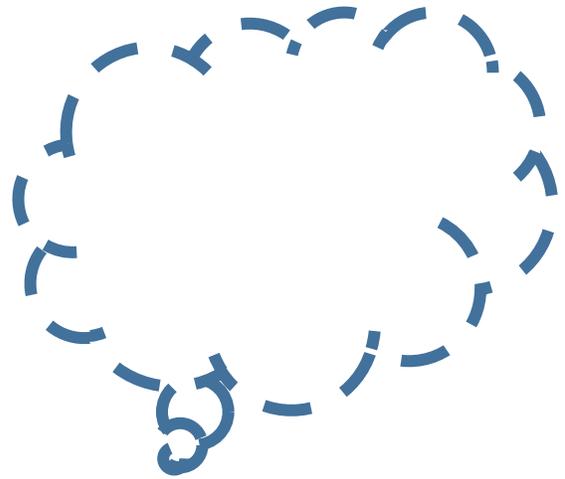
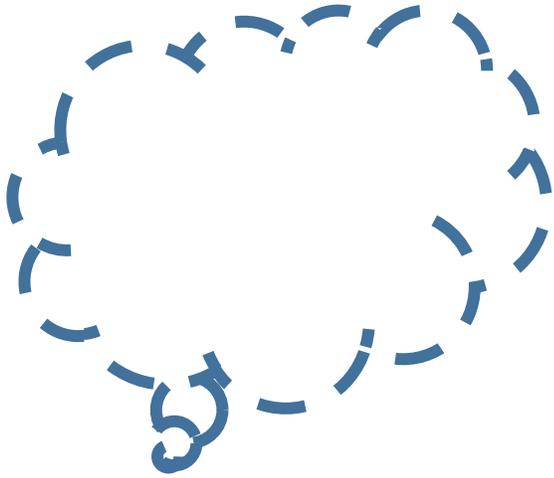
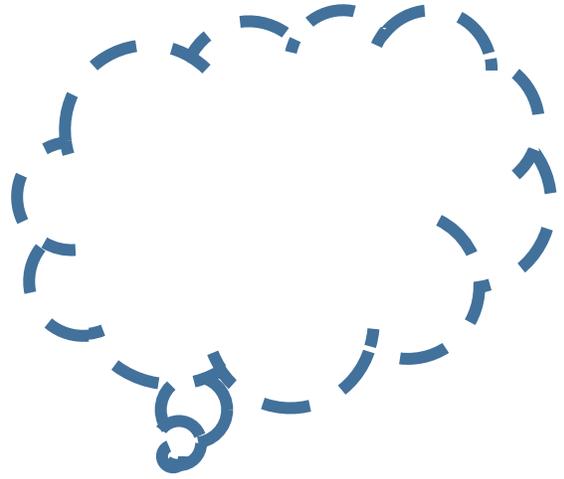
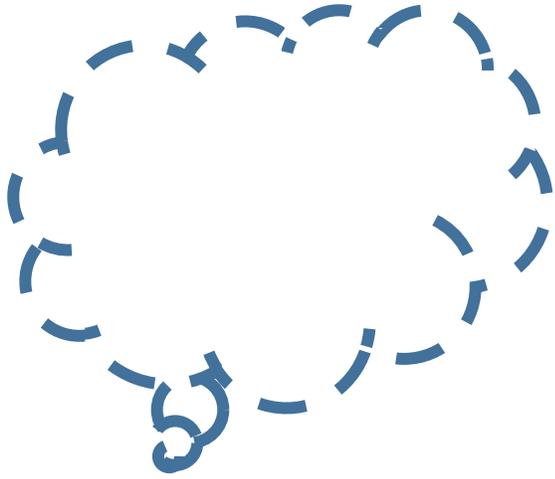
Would...?

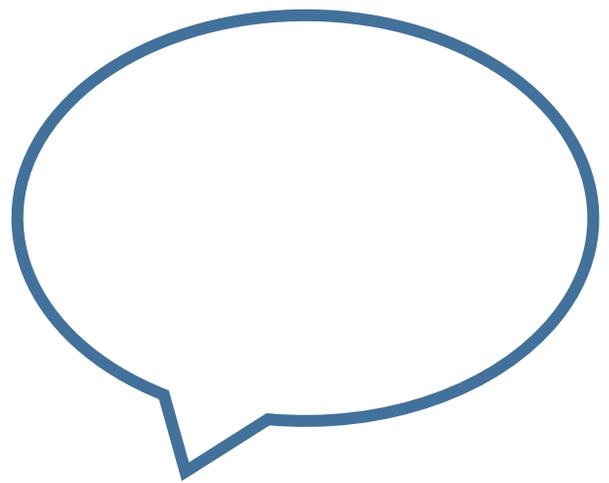
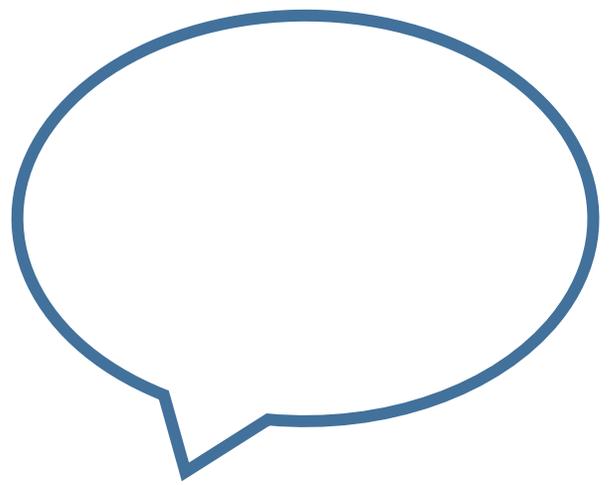
Will...?

Could...?

Did...?







The BIG IDEA of the story

TITLE

is

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line. A small pencil icon is positioned at the start of each line.



The BIG IDEA of the story

TITLE

is

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line. A small pencil icon is positioned at the start of each line.



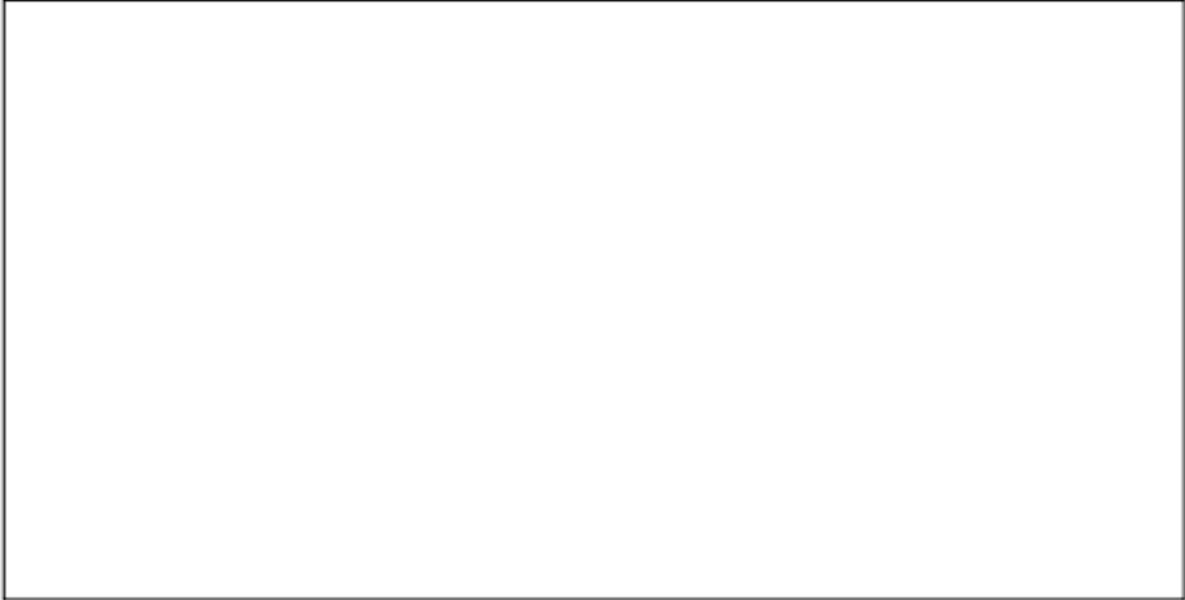
Making Predictions



I think

because

My Character



Handwriting practice lines consisting of six sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line. On the left side of each set, there are small, faint icons of a pencil and a paper airplane, serving as guides for letter formation.

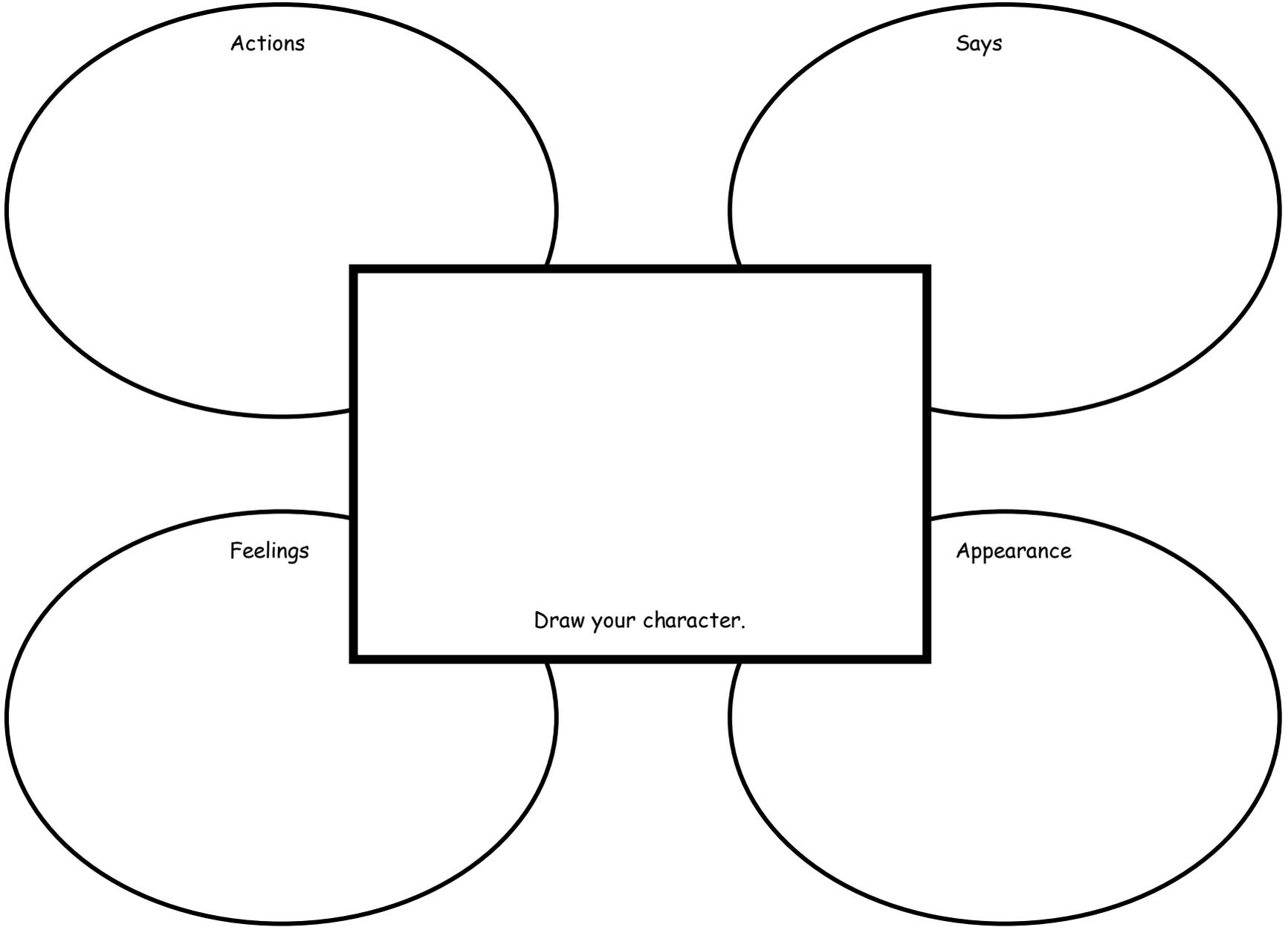
Actions

Says

Feelings

Appearance

Draw your character.





g f y p

Because

g f y p

felt

g f y p

g f y p

l

g f y p

g f y p

.

Cause

Effect

Because

Whole Group & Small Group Balance Literacy Lesson Plans

Teacher: _____ **Date:** _____

Standard(s) of Focus for the Week:

Essential Question(s) for the Week:

Word Study/Phonics: (For Wilson, indicate your Level, Unit, Lesson, and Teacher Edition Pages/Word Study indicate Sorts)

Title/ Focus of Read Aloud:

Reading Workshop Mini-Lessons:

Reading Workshop Stations					
Read to Self	Read to Someone	Listen to Reading	Word Work	Working on Writing	Tech/Science/Soc St
Instructional focus					
Support/enrichment					

Guided Reading
(indicate which group will meet on a given day, the instructional focus for the lesson, book/pages; include student names)

Monday	Tuesday	Wednesday	Thursday	Friday
Group 1:	Group 1:	Group 1:	Group 1:	Group 1:
Group 2:	Group 2:	Group 2:	Group 2:	Group 2:
Group 3:	Group 3:	Group 3:	Group 3:	Group 3:
Group 4:	Group 4:	Group 4:	Group 4:	Group 4:

Group 5:	Group 5:	Group 5:	Group 5:	Group 5:
Closing				
Writing Workshop:				



WORD STUDY

Phase 1: Intended Curriculum

Week of:	ENGLISH LANGUAGE ARTS
Standards and Elements:	
Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i>	

Phase 2: Delivered Curriculum

Activator	
Mini Lesson	
Work Session	
Closing/Summarize	
Differentiation Based on Data	Groupings: Accommodations and Modifications:

Phase 3: Achieved Curriculum

Evidence of Learning Assessments	Summative Assessment:	Formative Assessment:
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>		

ADDITIONAL INFORMATION

Technology Integration	Comments:
Homework	
Material/Resources	
Other	



READ ALOUD

Phase 1: Intended Curriculum

Week of:	ENGLISH LANGUAGE ARTS – 1st Grade
Standards and Elements:	
Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i>	

Phase 2: Delivered Curriculum

Activator	
Mini Lesson	
Work Session	
Closing/Summarize	
Differentiation Based on Data	Groupings: Accommodations and Modifications:

Phase 3: Achieved Curriculum

Evidence of Learning Assessments	Summative Assessment:	Formative Assessment:
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>		

ADDITIONAL INFORMATION

Technology Integration	Comments:
Homework	
Material/Resources	
Other	



READING WORKSHOP Mini-Lesson

Phase 1: Intended Curriculum

Week of:

ENGLISH LANGUAGE ARTS

Standards and Elements:

Learning Targets: *(What does the teacher expect the students to know, understand and be able to do?)*

Phase 2: Delivered Curriculum

Activator

Mini Lesson

Guided Practice

Transition

Work Stations

Guided Reading

Groupings & Strategy:

Center Rotation:

Read to Self
Read to Someone
Working on Writing
Word Work
Listen to Reading
Technology
Science/Social St.

Read to Self
Read to Someone
Working on Writing
Word Work
Listen to Reading
Technology
Science/Social St.

Guided Reading Groups

Homogeneous Groups

Level A	Level B	Level C	Level D



	Group Rated from lowest to highest	Skills Focus (Based on the level of groups/ interest/ Wilson)
	Level A (every day) Lead and/ or Sped Teacher	
	Level B (every day) Lead and/ or Sped Teacher	
	Level C (three days a week) Lead and/ or Sped Teacher	
	Level D (three days a week) Lead and/ or Sped Teacher	
	Level E (one to two days per week) Lead teacher	
	Intervention:	
Accommodations and Modifications:		
Groupings:		
Accommodations and Modifications:		
Closing/ Summarizing		
(Groups will share during the closing. 2- 3 students per day will share from the stations as it relates to the standard.)		
Phase 3: Achieved Curriculum		
Evidence of Learning Assessments	Summative Assessment:	Formative Assessment:
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>		
ADDITIONAL INFORMATION		
Technology Integration		
Homework		
Material/Resources		
Other/ key terms		



WRITING WORKSHOP

Phase 1: Intended Curriculum

Week of:	ENGLISH LANGUAGE ARTS
Standards and Elements:	
Learning Targets: <i>(What does the teacher expect the students to know, understand and be able to do?)</i>	

Phase 2: Delivered Curriculum

Activator	
Mini Lesson	
Work Session	
Closing/Summarize	
Differentiation Based on Data	Groupings: Accommodations and Modifications:

Phase 3: Achieved Curriculum

Evidence of Learning Assessments	Summative Assessment:	Formative Assessment:
Teacher Reflection <i>(Evaluation of Data /Next Step)</i>		

ADDITIONAL INFORMATION

Technology Integration	Comments:
Homework	
Material/Resources	
Other	



Which Words Do I Teach and How?

Excerpted from *The Significance of Vocabulary in the Common Core State Standards for ELA/Literacy*

David Liben - Student Achievement Partners, Winter 2013

Teaching words in context and developing students' ability to learn word meaning from context is a rich, essential part of vocabulary instruction. However, choosing the words to spend time on in the context of a complex text—how to sift and winnow those words judiciously and effectively—can be a struggle for teachers. Hiebert (2009) describes three general criteria for determining which words to choose for intensive teaching: 1) words needed to fully comprehend the text, 2) words likely to appear in future texts from any discipline, and 3) words that are part of a word family or semantic network. These criteria serve as useful guideposts, but truly knowing when to stop and teach in context, when to prepare students in advance, and when to teach words more intensively is challenging for even the most seasoned educators. In preparing a text for instruction, teachers frequently find themselves asking, “Which words do I teach, and how much time do I give to this?”

Words that can be quickly explained should be explained in the moment of encounter. This often includes concrete words, words with single meanings, and words reflecting meaning or shades of meaning that are part of the students' experiences. The explanation will enhance and not impede comprehension because it was swift and unobtrusive (Biemiller 2010). Words that need more explanation will ideally be taught in context, and then reinforced after, as these explanations will be more elaborate and time-consuming (Beck McKeown and Kucan 2007, Biemiller 2007). This includes words that are abstract, words with multiple related meanings, and words reflecting meanings or shades of meaning that are likely not part of the students' experience.

Understanding how words are classified into tiers can help educators plan effective vocabulary instruction. All text can be broken down into three tiers of words (Beck and McKeown 2002), each with its own implications for instruction:

Tier one words are the words of everyday speech usually learned in the early grades, though not at the same rate by all children (Biemiller 2007). These words are extremely important to early learning, but because they are learned largely through conversational language, they are not often considered challenging beyond the early grades. (Biemiller's work shows us that though many students learn these words in the elementary years, lower income students learn them later, thus slowing their vocabulary growth and making catching up to their more affluent peers extremely difficult. This is not, however, the focus of this paper, but will be addressed in another work.)

Tier two words are “words that characterize written and especially academic text—but are not so common in everyday conversation” (Beck, McKeown, and Kucan 2008).

Tier two words appear in all sorts of texts: academic texts (relative, vary, formulate, specificity, accumulate), technical writing (calibrate, itemize, structure), and literary texts (misfortune, dignified, saunter, faltered, unabashedly). Tier two words are far more likely to appear in written texts than in speech. The Standards refer to tier two words as academic vocabulary.

These words require particular instructional attention as they are often vital to comprehension, reappear in many texts, and frequently are part of a word family or semantic network. The challenge to teachers is to be alert to the presence of tier two words, determine which ones need to be taught, and which words deserve more time and effort for richer understanding. Tier two words can carry disproportionate weight in conveying the meaning of a text, and a reader who doesn't understand even a single such weighty word might have his or her comprehension thrown off track. This is equally true of informational and literary text. For these reasons, the CCSS demand significant instructional attention to these words.

Instruction of tier two words might begin with carefully looking at the key role these words play in the text (followed by examining the variety and shades of meaning for each of these words). This in turn would be followed by careful attention to the spelling, pronunciation, and morphology of the words so they can become a firm part of the students' vocabulary. This focus on precise meanings in varied contexts, combined with morphology, will also provide necessary repetitions. Encounters with a word spread out over time will further increase the likelihood of retention.

Tier three words are far more common in informational passages than in literature. They are specific to a domain or field of study (lava, fuel injection, legislature, circumference, aorta) and key to understanding a new concept within the text. Because of their specificity, tier three words are often explicitly defined by the text and repeatedly used. Thus, the author of the text takes care to have the text itself provide much support in the learning of tier three words. In addition, as they are the words that contain the ideas necessary to a new topic, teachers often define and reinforce tier three words prior to and after students encounter them in a text. Therefore, students' acquisition of tier three words is generally encouraged by teachers as they know that the student has likely not encountered these terms before.

Juicy Sentence Protocol

The language used in complex texts differs from the language most students will encounter through everyday speech. This poses a number of challenges, especially for English Language Learners (ELLs), when it comes to comprehending text that features challenging academic vocabulary, complex syntax, unfamiliar grammatical features, and informational density. Often, students find grade-level, complex sentences impenetrable, but that does *not* mean they are unable or unready to read complex text. Students will be able to successfully work with complex text if they are given guidance on how to use the elements within sentences to make meaning.

The protocol below outlines a method for unpacking “juicy sentences.” These guided discussions will help students understand the meaning of the sentence under discussion and will also give them the tools they need to make meaning from future sentences that use the same syntactical features, grammatical structures, and vocabulary. More information on juicy sentences, and their role in supporting students’ literacy, can be found [here](#).

Preparing for Juicy Sentence Work

1. Identify 15–20 mins to spend on juicy sentence analysis within a class period. Ideally, juicy sentence work should take place daily in one content area or another. Choose a text that is part of the essential learning in a content area including ELA, history, science, social studies, and the arts.
2. Review the text as a whole and identify one or two sentences that are rich in meaning and contribute to a deeper understanding of the whole text. This should be no longer than one or two sentences and should allow for in-depth discussion and parsing.
3. When reviewing the text, consider your grade-level language standards and what standards are addressed in the sentence(s) you have chosen. Also consider what students might be struggling with in their writing and how your juicy sentence may help them transfer this learning opportunity.
4. Take a close look at the parts of the sentence(s). What are the phrases and clauses, and what do they contribute to meaning? Determine which parts will get in the way of meaning and understanding. Prepare discussion questions that help students understand the role that vocabulary, punctuation, and syntax play in conveying meaning.
5. Consider rewriting the juicy sentence on chart paper, using different colors to help students focus on one section of the sentence at a time during discussion. Or, if you have the requisite technology, consider using your Activboard or an overhead to assist with this.

Structuring a Juicy Sentence Conversation

1. Display the sentence on sheet paper, projector, or Activboard.
2. Have students meet with a learning partner to describe what they know and what they wonder.

3. Pose the question, “What does the sentence mean?” Students may or may not be able to identify the big idea and this is okay. The point is to formatively check on what students are able to unpack and what meaning they can already identify.
4. At this juncture, try to limit teacher prompting and questioning. In a juicy sentence, especially with ELLs, the goal is to maximize opportunities for students to speak. Students should be invited to annotate the sentence for what they notice. They should be able to explain what they annotated and why. For example, consider the sentence below:

In addition to large and spacious rooms for ordinary purposes, each house has conservatories of flowers on both upper and lower floors.

Students may circle “In addition” and “and” recognizing that both are conjunctions. If they are conjunctions, students can press further and identify what kind of conjunctions they are and what role they play.

Using the same example, students should recognize the preposition “on” or that a comma is included in the sentence. In this case, they may understand why the comma is there. If the students do not recognize this, give the information to the students and consider it as an item worthy of instruction later.

Continue with the process to ensure your instructional purpose has been realized. Students may find things well out of your standards (e.g., “I noticed that house is a noun.”) and this is good reinforcement as well.

5. After eight minutes of discussion, end the student-led conversation. Review what was annotated and, if there were misconceptions, correct them.
6. Draw the students’ attention to items they have missed or never addressed. This is a good time, especially if there is confusing vocabulary or a challenging use of a pronoun, to ask text-dependent questions to make sure they understand these pieces.
7. Return to step three in this exercise to determine whether students understand what the sentence means. If they do not, ask another text-dependent question.
8. Have the students practice what was just reviewed. In the example used in this exercise, break down the sentence as follows:

In addition DEPENDENT CLAUSE, INDEPENDENT CLAUSE.

This is the chance for students to integrate the features the class has just discussed into their own writing and speaking. It is important that you model one or two examples before they begin independent work.

You might write: *In addition to annotating juicy sentences, students must also write their own juicy sentence.*

9. Move around the room and formatively check on how students are doing. Prompt them to look at the models you have created if they are struggling.
10. Ask several volunteers to read their juicy sentences before concluding the exercise.

Examples of Juicy Sentence Discussions

5th grade juicy sentence example:

<https://www.youtube.com/watch?v=XGBunYg5luc&t=125s>

Kindergarten juicy sentence example

<https://www.youtube.com/watch?v=DsYAdduSF20>

WORD PART INSTRUCTION

Teaching prefixes and suffixes should be both explicit and integrated into daily oral language, reading and writing activities. Students need to be taught the meaning of specific word parts and given multiple opportunities to interact with words. A well-developed vocabulary is dependent on the richness and frequency of verbal interactions. The prefixes and suffixes in this guide can easily be incorporated into language arts and content area instruction.

affix most commonly a suffix or prefix attached to a base word, stem, or root

prefix an affix attached at the beginning of a base word or word root

suffix an affix attached at the end of a base word or word root

base word a word to which prefixes and/or suffixes are added. For example, the base word of unwholesome is whole.

roots words parts, usually of Greek or Latin origin, that are often combined with other roots, prefixes and suffixes to form words

morpheme the smallest linguistic unit that carries meaning. For example, unbreakable has three morphemes (un, break, able).



Steps for Introducing a Word Part

1. Introduce the new word part (i.e. prefix, suffix, root). Give the meaning and a few sample words. Use visuals when appropriate.

Today, we will look at the prefix "un". The prefix un- usually means "not." It is usually used to mean a reversal or removal of some action or state; giving the opposite force. In the example, untie the prefix means to not be tied or to remove or reverse the act of having shoes or sneakers tied.

2. Ask students to brainstorm other words that have the same word part. Record these on a class chart.

**Please note that often students will identify words with the same letters as the prefix under study such as "un" however the letters do not represent a prefix and therefore do not influence the word's meaning. In this example the words uncle and understanding both have the beginning syllable "un," but they are not affixed to a base word and do not represent the meaning "not." Be sure to call attention to these instances as you introduce word parts.*

For example: un – means "not"

Unfair	Unselfish
Unkind	Unwrap
Unlikely	Uncool
Unable	Unafraid
Unclear	Unhappy
Unplug	Unheated
Uneven	Untie

3. Underline the base word and circle prefix and/or suffix.
4. Ask students in pairs to select two words and to share how the words are related

In this example, a student may suggest that untie and uncool both mean that the item is not tied and not cool.

5. Student practice: Choose one of the activities on the following pages for students to complete independently or in pairs.

For example, each student will choose four words from the chart to draw and label in a vocabulary notebook.

Instructional Activities K – 3

- Use chart paper to display the prefix or suffix being introduced. This poster can be laminated and used with dry erase markers.
- Brainstorm words that have the specific prefix or suffix.
- Hunt for words that have the specific prefix or suffix.
- Record all words found on a master class list.
- Keep running posters of all word parts studied in a Living Bulletin Board. Allow students to add to the various charts as they find more words in their reading.
- Illustrate meaning of new words learned.
- Compare words with the word part being studied in which the part does and does not carry the meaning. For example “un” means “not” in unacceptable, but does not carry the same meaning in under or hunt.
- Create riddles for words.
- Create picture and/or word sorts to compare and contrast word meanings. For example singular/plural, past tense/present tense.
- Play games with prefixes and suffixes, such as concentration, creating puzzle words, or fly swatter
- Create, define and illustrate new words utilizing different words parts learned.
- Draw and label words with the same base word or affix.
- Integrate into daily routines such as Morning Message, class meetings, calendar activities.
- Daily rote practice drill with prefix and suffix with meaning of word part
- Integrate into content area instruction.

Instructional Activities Grades 4- 5

- Use the poster to display the affix or root being studied each week. This poster can be laminated and used with dry erase markers.
- Brainstorm words that have the word part.
- Hunt for words that have the word part.
- Record all words found on a master class list.
- Keep running posters of all word parts studied in a Living Bulletin Board. Allow students to add to the various charts as they find more words in their reading.
- Illustrate meaning of new words learned.
- Compare words with the word part being studied in which the part does and does not carry the meaning. For example “un” means “not” in unacceptable, but does not carry the same meaning in under or hunt.
- Create riddles for words.
- Play games with word parts, such as Prefix, Suffix, or Word Root Jeopardy.
- Create, define and illustrate new words utilizing different words parts learned.
- Draw and label words with the same root or affix. Integrate into daily routines such as Morning Message, class meetings, calendar activities.
- Daily rote practice drill with prefix and suffix with meaning of word part
- Integrate into content area instruction.

Prefix-Suffix-Root List by Grade Level

The following lists are not all-inclusive, but most common. They are a minimum students at each grade level should read and understand how to use and apply by the current school year end. Others may be added based on your classroom of students.

Prefix - A word part added to the beginning of a root or base word to create a new meaning,

Suffix - A letter or a group of letters added to the end of a root or base word to change its meaning,

Root - the form of a word after all affixes are removed

(Generally, prefixes and suffixes change the meanings of roots, but it is usually the suffix that denotes the part of speech.)

Incorporate prefix, suffix, and roots into working with words study.

1 st Grade					
Prefix	Suffix	Definition	Examples	Origin	Additional Information
	-s, -es	plural, more than one	hats, pigs, books, plays, boxes, wishes, dishes cliffs, roofs, beliefs knives, leaves, halves, selves	Anglo-Saxon	y after a vowel (s) words end in -s, -sh, -ch, -x, -z (-es) nouns ending -f or -fe (s) -f or -fe change -f to -v and add -es consonant followed by -o (-es) vowel followed by -o (-s)
	-ing	action/process	helping, skipping, running, seeing, thinking	Anglo-Saxon	Present participle of verb
	-ed	past tense	jumped, helped	Anglo-Saxon	Past tense verb

Incorporate prefix, suffix, and roots into working with words study.

2 nd Grade					
Prefix	Suffix	Definition	Examples	Origin	Additional Information
un-		not/opposite	unlock, unsafe, uncover	Anglo-Saxon	
re-		again/back	reread, rewrite, return	Latin	
	-er	person connected with, comparative degree	teacher, writer, baker, bigger, colder, taller	Anglo-Saxon	
	-est	superlative degree	biggest, coldest, tallest	Anglo-Saxon	Usually an adjective
	-ful	full of	beautiful, painful	Anglo-Saxon	Usually an adjective
	-less	without	careless, helpless	Anglo-Saxon	

Incorporate prefix, suffix, and roots into working with words study.

3 rd Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
in-			not	inactive, income	Latin	
im-			not	impossible, improper, import	Latin	im- used before roots beginning with b, m, p
dis-			not/opposite of	dislike, distrust, disagree	Latin	
pre-			before	pretest, preplan, premade	Latin	
tele-			far, distant	telephone, telegraph, television	Greek	
	-ies		plural, more than one	parties, babies, cries	Anglo-Saxon	y after a consonant
	-ied		past tense	cried, tried,	Anglo-Saxon	y after a consonant
	-ed		past tense	stopping, hopping	Anglo-Saxon	doubling (CVC)
	-ing		action/process	stopped, hopped	Anglo-Saxon	doubling (CVC)
	-ly		characteristic of	badly, friendly, quickly	Anglo-Saxon	Usually an adverb
	-y		characterized by/like	cloudy, fishy	Anglo-Saxon	
		bio	life	biology, biography, biopsy	Greek	
		graph	write	telegraph, photograph, phonograph, autograph	Greek	
		phon	sound	phonograph, symphony, telephone, microphone, phonics	Greek	
		scope	see	microscope, telescope, periscope, stethoscope	Greek	

Incorporate prefix, suffix, and roots into working with words study.

4th Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
non-			not	nonfat, nonsense	Latin	
over-			too much, above	overdone, overhead	Anglo Saxon	
mis-			bad or badly wrong or wrongly	misbehave, misread, misspell	Latin	
de-			reduce down away from	defeat, deform, decrease	Latin	
under-			too little/below	underfed, underground	Anglo-Saxon	
bi-			two	bicycle, binocular	Latin	
tri-			three	tricycle, triangle	Latin/Greek	
quad-			four	quadrilateral, quadrant	Latin	
oct-			eight	octagon, octopus	Latin/Greek	
	-er, -or		one who, that which	baker, boxer, conductor, survivor	Latin	Usually a noun Use –or with Latin roots for nouns (inventor, elevator) Use –er with Anglo-Saxon roots (heater, swimmer)
	-tion		act of, state of, result of	attention, invitation, restriction	Anglo-Saxon	Usually a noun
	-al, -ial		related to characterized by	colonial, biennial, dental, betrayal	Latin	Usually an adjective
	-ness		condition, state of	darkness, fairness	Anglo-Saxon	Usually a noun
	-ment		act, process	enjoyment, replacement	Latin	
	-en		made of, to make	wooden, dampen, tighten,	Anglo-Saxon	
		rupt	break, burst	bankrupt, rapture, disruptive	Latin	FYI: Erupt means to explode. (The volcano erupted.) Irrupt means to rush or burst in. (The police irrupted into the hideout.)
		terr	land	terrain, territory	Latin	
		geo	earth, ground, soil	geography, geology	Greek	
		photo	light	photograph, telephoto, photocopy	Greek	
		tract	pull, drag	tractor, attract, subtract, traction	Latin	
		meter, metr	measure	speedometer, odometer, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek	

Incorporate prefix, suffix, and roots into working with words study.

5th Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
en-, em-			to cause to be, to put into or onto, to go into or onto	encounter, enable, employ, embark, encircle	Latin	
sub-			under, beneath, below secondary	subway, subsoil, substitute	Latin	
fore-			before, earlier	forearm, foreword	Anglo-Saxon	
semi-			half	semicircle, semicolon	Latin	
anti-			opposite, against	antibiotic, antifreeze	Greek	
auto-			self	autograph, automatic	Greek	
multi-			many/ much	multicolor, multifamily	Latin	
poly-			many/ much	polygon, polysyllable	Greek	
deca- deci-			ten	decathlon, decade, decimal, decimeter	Latin/ Greek	
kilo-			1,000	kilogram, kilowatt	Greek	
milli- mille-			1,000	millennium, millimeter	Latin	
centi-			100	centimeter, centipede	Latin	
	-ion, -tion, -ation, -ition		act of/ state of/ result of	tension, attention, elevation, union	Anglo-Saxon	Usually a noun The real suffix is -ion. Putting s or t in front of -ion is simply determined by the spelling of the root
	-able -ible		can be done	enjoyable, sensible, likable	Latin	-able ending words have roots that can stand alone. (enjoyable) -ible ending words have roots that can not stand alone. (sensible)
	-ive -ative -tive		inclined/ tending toward an action	festive, talkative, active, sensitive	Latin	Words that end with -de (intrude) change the -de to s then add -ive (intrusive). Words that end with silent e (create) drop the e then add -ive (creative).
	-logy, -ology		science of/ study of	biology, chronology	Greek	
	-ence -ance		act/ condition of	persistence, excellence, assistance, importance	Latin	Usually a noun -ence and -ance sound alike because of the schwa. -ence is used somewhat more often than -ance.
	-an, -an		one having a certain skill/ relating to/ belonging to	electrician, magician, American, suburban	Latin	Usually a noun
		ject	to throw	inject, objection, project	Latin	
		struct	to build	construct, instructor	Latin	

		vis	to see	vision, evidence	Latin	
		vid	see	video, evidence, provide, providence	Latin	
		jur juris	judge, oath law	jury, jurisdiction	Latin	
		log logue	word	prologue, apology, dialogue, eulogy, monologue	Greek	
		path	feeling/ suffering/ disease	apathetic, pathology	Greek	
		ast astr	star	astronaut, astronomy, disaster, asterisk	Greek	
		mit	to send	emit, transmit, admit, remit	Latin	
		audi (aud)	hear	audience, auditorium, audiovisual	Latin	
		dict	to say, tell	diction, dictator	Latin	

Incorporate prefix, suffix, and roots into working with words study.

6th Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
in- (il-, im-, ir-)			not	inability, impatient, irregular, illegal	Latin	il-used before roots beginning with "l" (illegible) im- used before roots beginning with b, m, p (immature, imbalance, impatient)
inter-			between	intercept, interview, interstate	Latin	
trans-			across/ change/ through	transformation, transportation, transfer	Latin	
super-			above/ on top of/ beyond	superfine, superhuman, supersonic	Latin	
micro-			small/ minute	microbiology, microscope	Greek	
uni-			one/ single	unicorn, unicycle, uniform	Latin	
	-ent -ant		an action/ condition	student, contestant, immigrant	Latin	Often a noun The suffix –ant often indicates a person noun.
	-ent -ant		causing a specific action	obedient, absorbent, abundant, elegant	Latin	Often an adjective -ent and –ant sound alike because of the schwa. –ent is used somewhat more often than –ant.
	-ity -ty		state of/ quality of	prosperity, equality	Latin	Usually a noun
	-ic		relating to/ characterized by	energetic, historic	Latin/Greek	Usually an adjective
	-ize		to make/ to cause to become	fertilize, criticize, apologize	Latin/ Greek	Usually a verb
	-age		result of an action/ collection	manage, drainage, acreage	Latin	
	-ous -eous -ious		full of/ characterized by	adventurous, nervous, mysterious, courteous	Latin	Words that end with –de (intrude) change the –de to s then add –ive (intrusive). Words that end with silent e (create) drop the e then add –ive (creative).
		port	to carry	portable, transport	Latin	
		scrib script	to write	describe, manuscript	Latin	Verbs usually use scribe, as in prescribe; nouns usually use script, as in prescription.
		spect	to see/ watch/ observe	prospect, respect, specimen	Latin	
		vac	empty	vacate, evacuate	Latin	
		hydr	water	hydrogen, hydrant, hydroplane	Greek	
		chron	time	chronological, synchronize, chronicle, chronic	Greek	
		therm	heat	thermometer, thermostat, thermos	Greek	
		bene	good/ good	benefit, benign, beneficial	Latin	

Core Content Vocabulary List

Language Arts					
K	1	2	3	4	5
alphabet	author	chapter	appendix	<i>able</i>	abbreviation
back cover	beginning consonant	character	audience	adjective	action verb
book	blend	composition	brainstorm	adverb	apostrophe
cover	consonant blend	comprehension	capitalization	antonym	cause and effect
date	dictionary	discussion	chapter title	author's purpose	character development
first name	ending consonant	fairy tale	consonant substitution	chronological order	colon
front cover	letter-sound relationship	folktale	contraction	compound word	comma
last name	long vowel	main character	cursive	context clues	command
letter	lowercase	main idea	decode	<i>dis</i>	compare and contrast
magazine	margin	map	directions	draft	conflict resolution
movie	parts of a book	number word	edit	homonym	declarative sentence
newspaper	poem	prewriting	encyclopedia	<i>ly</i>	double negative
	print	publish	essay	multiple meanings	draws conclusions/makes inferences
	rhyme	purpose	fable	<i>non</i>	<i>er</i>
	short vowel	question	fantasy	plot	<i>est</i>
	sight word	reread	fiction	<i>plot development</i>	<i>ful</i>
	title	retell	glossary	<i>pre</i>	<i>heading</i>
	title page	sentence	ilustration	pronoun	homophone
	uppercase	spelling	index	punctuation	<i>in</i>
	vowel combination	spelling pattern	mystery	quotation marks	interrogative sentence
	vowel sound	symbol	myth	root word	<i>less</i>
		table of contents	nonfiction	setting	linking verb
		textbook	noun	subject	main idea
		vocabulary	paragraph	subject-verb agreement	<i>mis</i>
			period	summarize	<i>ness</i>
			prefix	synonym	past tense
			proper noun	theme	persuasive text
			question mark	topic sentence	point of view
			suffix	<i>un</i>	<i>re</i>
			syllable	verb	reference materials
					relevant supporting details

Core Content Vocabulary List

Mathematics					
K	1	2	3	4	5
above	addend	2-Dimensional	algorithm	acute angle	algebraic rule
balance	addition	3-Dimensional	area	bar graph	base
behind	a.m.	angle	axes	decimal	break-squiggle
below	analog	array	capacity	diameter	circumference
between	attribute	centimeter	closed figure	direct measure	composite number
calendar	celsius	clockwise	coordinate	equilateral triangle	coordinate grid
cent	chart	cone	denominator	equivalent forms	divisible
circle	cylinder	congruent	dividend	greatest common factor	equation
clock	decrease	cube	divisor	improper fraction	expression
coin	degree	customary unit	face	indirect measure	frequency
corner	digital	data	factor	mixed number	function
counting	even number	digit	flip-reflection	negative number	inequality
day	Fahrenheit	doubles fact	intersection	non-standard units of measure	interval
dime	fraction	dozen	line graph	obtuse angle	labels
equal	height	edge	mean	organized data	likelihood
graph	increase	estimation	median	parallelogram	line segment
inside	length	expanded notation	metric system	percent	mass
minute	line	fact family	multiple	perpendicular lines	pie chart
near	number line	line segment	net	pictograph	prime factorization
nickel	odd number	maximum	numerator	plane	prime number
number	order	minimum	ordered pair	prism	radius
parttern	place value	mode	point	quotient	ray
penny	p.m.	multiplication	probability	ratio	scale/scale model
rectangle	side	numeral	product	relative size	similar figures
shape	subtraction	operations	range	rule	square root
square	sum	parallel	remainder	similarity	stem and leaf plot
triangle	table	perimeter	right angle	standard units of measure	tessellation
week	tally	polygon	rotation-turn	transformation	tree diagram
whole	timeline	sphere	slide-translation	unorganized data	variable
zero	weight	symmetry	volume	vertex	vertex

Core Content Vocabulary List

Social Studies					
K	1	2	3	4	5
calendar	budget	barter	adapt	agriculture	abolish
chore	capital	colonist	ancestor	artifact	amendment
communicate	citizen	compass rose	century	barrier island	Art. of Confederation
community	continent	conservation	citizenship	boundary	American Revolution
fairness	country	consumer	city	boycott	Bill of Rights
flag	earn	courage	civilization	cash crop	Branches of government
globe	freedom	crop	communication	civil rights	checks and balances
group	folktale	desert	community	climate	Civil War
hero	geography	equator	custom	colony	Confederacy
holiday	history	explorer	exploration	compromise	Congress
job	inventor	factory	decade	Cracker	Constitution
lake	law	festival	goods	cultural heritage	Declaration of Independence
language	market	generation	government	discriminate	democracy
leader	needs	governor	immigrant	executive	economic systems
map	ocean	honesty	income	export	emancipation
money	opportunity	income	industry	geopolitical map	federal
mountain	patriotic symbols	independence	invention	governor	immigrant
neighborhood	plain	island	location	import	Industrial Revolution
pictograph	population	landform	migration	integration	loyalist
president	recycle	landmark	natural resources	judicial	map scale
rule	region	mayor	region	latitude	Mayflower Compact
safety	resource	monument	rural	legislature	Parliament
season	river	Native American	services	longitude	petition
symbol	shelter	Orlando	state	map key	preamble
today	trade	Pilgrim	suburban	peninsula	primary source
tomorrow	transportation	pioneer	symbol	segregation	repeal
tool	volunteer	producer	trade	slave trade	representative gov't
transportation	vote	settler	tradition	territory	republic
weather	wants	technology	urban	tourism	supply and demand
yesterday	world	valley	vaccine	treaty	tariff

Core Content Vocabulary List

Science					
K	1	2	3	4	5
air	balance	amphibian	adaptation	atmosphere	atom
alike	energy	attract	axis	chemical change	change of state
animal	evaporation	axis	carnivore	conservation	compound
day	food chain	bird	community	constellation	conduction
different	force	consumer	condensation	density	convection
Earth	gas	energy	consumer	deposition	deposition
energy	gravity	environment	decomposer	earthquake	ecosystem
gas	habitat	experiment	ecosystem	fossil	element
heat	heat	fish	environment	fulcrum	energy pyramid
light	life cycle	food web	equator	galaxy	energy transfer
liquid	light	force	erosion	hypothesis	erosion
living	liquid	friction	evaporation	igneous rock	gravitation
magnet	living	gravity	experiment	inclined plane	hypothesis
matter	mass	life cycle	herbivore	lever	igneous rock
moon	matter	mammal	investigation	magnetic	inertia
night	nonliving	mass	kinetic energy	metamorphic rock	invertebrate
nonliving	planet	matter	magnetism (magnetic)	microscopic	kinetic energy
observe	predict	mixture	mixture	physical change	metamorphic rock
plant	recycle	moon phase	nonrenewable resource	protist	nonrenewable resource
pulling	resource	motion	population	pulley	photosynthesis
pushing	rock	pollution	potential energy	reflection	potential energy
seed	season	predator	producer	refraction	radiation
shadow	shadow	prey	renewable resource	revolution	renewable resource
sky	soil	producer	revolution	rotation	scientific method
solid	solid	reflect	rotation	scientific method	sedimentary rock
sound	sound	repel	solar system	sedimentary rock	tissue
star	speed	reptile	solution	universe	topographical map (topography)
sun	temperature	rotation	system	variable	variable
thermometer	vibrate	solar system	water cycle	volcano	vertebrate
weather	volume	vibrate	weathering	wheel and axle	weathering

Oral Language Development

Recent research is showing us that *oral language proficiency across the primary grades is a critical predictor of how well students will comprehend what they read, even years later* (Foorman, Herrera, Petscher, Mitchell, & Truckenmiller, 2015)

SPEAKING AND LISTENING (SL)	
Comprehension and Collaboration	
ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none">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).Build on others' talk in conversations by responding to the comments of others through multiple exchanges.Ask questions to clear up any confusion about the topics and texts under discussion	
ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
ELAGSE1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Presentation of Knowledge and Ideas	
ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
ELAGSE1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	

Strategies & Teaching Resources

Provide an environment supportive of oral language development

Teachers can help sustain natural language development by providing environments full of language development opportunities. Here are some general guidelines for teachers, parents, and other caregivers:

- Understand that every child's language or dialect is worthy of respect as a valid system for communication. It reflects the identities, values, and experiences of the child's family and community.
- Treat children as if they are conversationalists... Children learn very early about how conversations work (taking turns, looking attentively, using facial expressions with conversing adults).
- Encourage interaction among children. Peer learning is an important part of language development, especially in mixed-age groups. Activities involving a wide range of materials should promote talk. There should be a balance between individual activities and those that nurture collaboration and discussion, such as dramatic play, block-building, book-sharing, or carpentry.
- Remember that parents, caregivers, teachers, and guardians are the chief resources in language development. Children learn much from each other, but adults are the main conversationalists, questioners, listeners, responders, and sustainers of language development and growth in the child-care center or classroom.

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- Continue to encourage interaction as children come to understand written language. Children in the primary grades can keep developing oral abilities and skills by consulting with each other, raising questions, and providing information in varied situations. Every area of the curriculum is enhanced through language, so that classrooms full of active learners are hardly ever silent.

Reading Rockets – <http://www.readingrockets.org/article/young-childrens-oral-language-development>

Provide Support for Speaking and Listening

Include explicit instruction for speaking and listening. Provide explanations and model appropriate behavior. Give students the opportunity to practice sitting up, resisting distractions, and looking at the speaker. Provide support to help student stay focused by encouraging the speaker to stop speaking until all students are looking or using nonverbal cues, like eye contact and pointing to remind students of expectations.

Increase students' responsibility to maintaining expectations for themselves and each other in student driven discussions – both whole group and small group. Provide means for students prepare and practice thinking before communicating ideas (i.e., discussion prompts before a read aloud, post-it notes during independent reading for specific focus, etc.)



Classroom Activities

Mystery Bag

Promoting Oral Language - The goal of Mystery Bag: Promoting Oral Language (Virtual Tour) is to encourage listening and speaking skills and the development of oral language.

Students try to guess a mystery object using clues and asking questions prompted by "question sticks"

<https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/50225/>

Classroom video: <https://youtu.be/NoTT0JQ-am8>



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Conversation Station

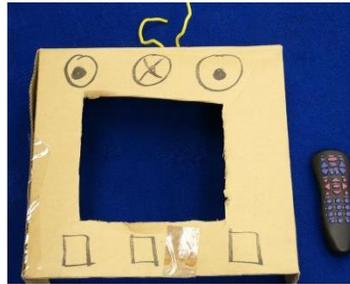
Center for developing Oral Language and vocabulary Skills - The goal of The Conversation Station: A Center for Developing Oral Language and Vocabulary Skills is to promote oral language and vocabulary development by setting up a center where students can engage in rich, meaningful conversations with an adult or peer.



<https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00160/>

Television Stars

Center for Developing Oral language skills - The goal of Television Stars!: Developing Oral Language Skills is to provide students with an authentic and highly motivating way to practice their oral language skills. Students are given a discussion topic and are encouraged to talk to their classmates by pretending to be on television.



<https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00139/>

Community Circle

Activity Fostering Oral Language Development - The goal of *Community Circle: Fostering Oral Language Development* is to use a method developed by Jeanne Gibbs to promote oral language development by modeling and encouraging spoken language that is purposeful and descriptive.



<https://www.oise.utoronto.ca/balancedliteracydiet/Recipe/00135/>

Foundations for Phonemic Awareness



Fill in the Missing Rhyme! – whole group shared reading

<https://www.youtube.com/watch?v=ccsrF0vCYE0>

Tongue Twisters – reading & writing lesson

<https://www.youtube.com/watch?v=YYKk4cWIAOs>



Oral Language Development

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Phonological Awareness Center Activities from Florida Center for Reading Research (FCRR):

- Rhyme: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part1_Rhyme.pdf
- Alliteration: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part1_Alliteration.pdf
- Sentence Segmentation (Nursery Rhymes): https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part2_Sentence_Segmentation.pdf
- Syllables: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part2_Syllables.pdf
- Onset and Rime: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part2_Onset_and_Rime.pdf
- Phoneme Matching: https://www.fcrr.org/documents/sca/GK-1/PA_Final_Part3_Phoneme_Matching.pdf
- Many more Center resources available: http://www.fcrr.org/resources/resources_sca_k-1.html

Additional Resources

Nursery Rhymes

Teaching and Using Nursery Rhymes in the Classroom: Lesson Plans for Pre-K and K – includes links to week long units for 6 classic nursery rhymes <https://www.brighthubeducation.com/pre-k-and-k-lesson-plans/6215-week-long-teaching-unit-using-nursery-rhymes/>

Nursery Rhyme Printable Mini-Books <https://www.state.lib.la.us/literacy-and-reading/early-literacy/nursery-rhyme-printable-mini-books>

Finger Plays

Group Time: Fingerplay Fun! Introduce chants to gather children and settle them down.
<https://www.scholastic.com/teachers/articles/teaching-content/group-time-fingerplay-fun/>

Fabulous Fingerplays that Educate and Entertain – includes links to demonstrations and lyrics
<https://preschoolinspirations.com/fingerplays/>

Jbrary YouTube Channel – videos include tips and full demonstrations of finger rhymes. Full lyrics in the notes <https://www.youtube.com/channel/UCnjsY7TmClktuQLNCXXra6Q>

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Reading Literature

Key Ideas and Details						
Standard RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text						
K	1	2	3	4	5	6
With prompting and support, ask and answer questions about key details	Ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
K	1	2	3	4	5	6
With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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Standard RL3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
K	1	2	3	4	5	6
With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure						
Standard RL4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone						
K	1	2	3	4	5	6
Ask and answer questions about unknown words in a text.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases, both literal and nonliteral language, as they are used in a text.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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Standard RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.						
K	1	2	3	4	5	6
Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between texts that tell stories and texts that give information.	Describe the overall structure of a story, including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Standard RL6 Assess how point of view or purpose shapes the content and style of a text.						
K	1	2	3	4	5	6
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Identify who is telling the story at various points in a text.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character	Distinguish their own point of view from that of the narrator or those of the characters.	Compare and contrast the point of view from which different stories are narrated, including the difference between first-	Describe how a narrator’s or speaker’s point of view influences how events are described.	Explain how an author develops the point of view of the narrator or speaker in a text.

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		when reading dialogue aloud.		and third-person narrations.		
Integration of Knowledge and Ideas						
Standard RL7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.						
K	1	2	3	4	5	6
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
Standard RL8 <i>Not Applicable to Literature</i>						
Standard RL9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
K	1	2	3	4	5	6
With prompting and support, compare and contrast the	Compare and contrast the adventures and experiences of	Compare and contrast two or more versions of the same story	Compare and contrast the themes, settings, and plots of	Compare and contrast the treatment of similar themes	Compare and contrast stories in the same genre (e.g., mysteries	Compare and contrast texts in different forms or genres (e.g.,

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adventures and experiences of characters in familiar stories.	characters in stories.	(e.g., Cinderella stories) by different authors or from different cultures.	stories written by the same author about the same or similar characters (e.g., in books from a series).	and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	and adventure stories) on their approaches to similar themes and topics.	stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity						
Standard RL10 Read and comprehend complex literary and informational texts independently and proficiently						
K	1	2	3	4	5	6
Actively engage in group reading activities with purpose and understanding.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading for Information

Key Ideas and Details						
Standard RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.						
K	1	2	3	4	5	6
With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.						
K	1	2	3	4	5	6
With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Standard RI3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.						
K	1	2	3	4	5	6

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With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Craft and Structure						
Standard RI4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone						
K	1	2	3	4	5	6
With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Standard RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.						
K	1	2	3	4	5	6
Identify the front cover, back cover,	Know and use various text	Know and use various text	Use text features and search tools	Describe the overall structure	Compare and contrast the	Analyze how a particular

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and title page of a book.	features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	(e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Standard RI6 Assess how point of view or purpose shapes the content and style of a text.						
K	1	2	3	4	5	6
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Integration of Knowledge and Ideas						
Standard RI7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.						
K	1	2	3	4	5	6
With prompting and support, describe the	Use the illustrations and details in a text to	Explain how specific images (e.g., a diagram	Use information gained from illustrations (e.g.,	Interpret information presented	Draw on information from multiple print or	Integrate information presented in

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relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	describe its key ideas.	showing how a machine works) contribute to and clarify a text.	maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Standard RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.						
K	1	2	3	4	5	6
With prompting and support, identify the reasons an author gives to support points in a text.	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how an author uses reasons and evidence to support particular points in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Standard R9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						

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K	1	2	3	4	5	6
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points presented by two texts on the same topic.	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Range of Reading and Level of Text Complexity						
Standard RI.10 Read and comprehend complex literary and informational texts independently and proficiently						
K	1	2	3	4	5	6
Actively engage in group reading activities with purpose and understanding.	With prompting and support, read informational texts appropriately complex for grade 1.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading: Foundational Skills

Print Concepts						
Standard RF1 - Demonstrate understanding of the organization and basic features of print.						
K	1	2	3	4	5	6
<p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</p>	N/A	N/A	N/A	N/A	N/A
Phonological Awareness						
Standard RF2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
K	1	2	3	4	5	6
<p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	N/A	N/A	N/A	N/A	N/A

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e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.						
Phonics and Word Recognition						
Standard RF3 - Know and apply grade-level phonics and word analysis skills in decoding words.						
K	1	2	3	4	5	6
<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between</p>	<p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words</p>	<p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences</p>	<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p>	<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	N/A

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similarly spelled words by identifying the sounds of the letters that differ.	following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.					
Fluency						
Standard RF4 - Read with sufficient accuracy and fluency to support comprehension.						
K	1	2	3	4	5	6
Read emergent-reader texts with purpose and understanding.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	N/A

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Writing

Text Types and Purposes

Standard W1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

K	1	2	3	4	5	6
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	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..	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts, supporting a point of view with reasons.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write arguments to support claims with clear reasons and relevant evidence.
			<i>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</i>	<i>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</i>	<i>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</i>	<i>a. Introduce claim(s) and organize the reasons and evidence clearly.</i>
			<i>b. Provide reasons that support the opinion.</i>	<i>b. Provide reasons that are supported by facts and details.</i>	<i>b. Provide logically ordered reasons that are supported by facts and details.</i>	<i>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding</i>

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						<i>of the topic or text.</i>
			<i>c. Use linking words and phrases (e.g. , because, therefore, since, for example) to connect opinion and reasons.</i>	<i>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</i>	<i>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</i>	<i>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</i>
						<i>d. Establish and maintain a formal style.</i>
			<i>d. Provide a concluding statement or section.</i>	<i>d. Provide a concluding statement or section related to the opinion presented.</i>	<i>d. Provide a concluding statement or section related to the opinion presented.</i>	<i>e. Provide a concluding statement or section that follows from the argument presented.</i>
Standard W2 Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.						
K	1	2	3	4	5	6
Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some	Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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information about the topic.						
			<p><i>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</i></p>	<p><i>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i></p>	<p><i>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</i></p>	<p><i>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</i></p>
			<p><i>b. Develop the topic with facts, definitions, and details.</i></p>	<p><i>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p>	<p><i>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i></p>	<p><i>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></p>

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			<i>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</i>	<i>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic.</i>	<i>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</i>	<i>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</i>
					<i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i>	<i>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</i> <i>e. Establish and maintain a formal style.</i>
			<i>d. Provide a concluding statement or section.</i>	<i>d. Provide a concluding statement or section related to the information or explanation presented.</i>	<i>e. Provide a concluding statement or section related to the information or explanation presented.</i>	<i>f. Provide a concluding statement or section that follows from the information or explanation presented.</i>
Standard W3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.						
K	1	2	3	4	5	6
Use a combination of drawing, dictating, and	Write narratives in which they recount two or more	Write narratives in which they recount a well-elaborated	Write narratives to develop real or imagined	Write narratives to develop real or imagined	Write narratives to develop real or imagined	Write narratives to develop real or imagined

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<p>writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>
			<p><i>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i></p>	<p><i>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i></p>	<p><i>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i></p>	<p><i>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</i></p>
			<p><i>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i></p>	<p><i>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</i></p>	<p><i>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</i></p>	<p><i>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</i></p>

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			<i>c. Use temporal words and phrases to signal event order.</i>	<i>c. Use a variety of transitional words and phrases to manage the sequence of events.</i>	<i>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</i>	<i>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</i>
				<i>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i>	<i>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</i>	<i>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</i>
			<i>d. Provide a sense of closure.</i>	<i>e. Provide a conclusion that follows from the narrated experiences or events.</i>	<i>e. Provide a conclusion that follows from the narrated experiences or events.</i>	<i>e. Provide a conclusion that follows from the narrated experiences or events.</i>
Production and Distribution of Writing						
Standard W4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.						
K	1	2	3	4	5	6
N/A	N/A	N/A	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and

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			(Grade-specific expectations for writing types are defined in standards 1–3 above.)	specific expectations for writing types are defined in standards 1–3 above.)	specific expectations for writing types are defined in standards 1–3 above.)	audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Standard W5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.						
K	1	2	3	4	5	6
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	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.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Standard W6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.						
K	1	2	3	4	5	6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including digital tools in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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				demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
Research to Build and Present Knowledge						
Standard W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.						
K	1	2	3	4	5	6
With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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).	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
Standards W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.						
K	1	2	3	4	5	6
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of

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			into provided categories.	provide a list of sources.	work, and provide a list of sources.	others while avoiding plagiarism and providing basic bibliographic information for sources.
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Standard W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

K	1	2	3	4	5	6
N/A	N/A	N/A	N/A	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
				<i>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</i>	<i>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</i>	<i>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</i>
				<i>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</i>	<i>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</i>	<i>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</i>

Range of Writing

Standard W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

K	1	2	3		4		5		6
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N/A	N/A	N/A	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking & Listening

Comprehension and Collaboration						
Standard SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.						
K	1	2	3	4	5	6
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<i>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</i>	<i>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).</i>	<i>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i>	<i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about</i>	<i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about</i>	<i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about</i>	<i>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe</i>

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			<i>the topic to explore ideas under discussion.</i>	<i>the topic to explore ideas under discussion.</i>	<i>the topic to explore ideas under discussion.</i>	<i>and reflect on ideas under discussion.</i>
<i>b. Continue a conversation through multiple exchanges</i>	<i>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</i>	<i>b. Build on others' talk in conversations by linking their comments to the remarks of others.</i>	<i>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i>	<i>b. Follow agreed-upon rules for discussions and carry out assigned roles.</i>	<i>b. Follow agreed-upon rules for discussions and carry out assigned roles.</i>	<i>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i>
	<i>c. Ask questions to clear up any confusion about the topics and texts under discussion.</i>	<i>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</i>	<i>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i>	<i>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</i>	<i>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</i>	<i>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i>

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			<i>d. Explain their own ideas and understanding in light of the discussion.</i>	<i>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i>	<i>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i>	<i>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</i>
Standard SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.						
K	1	2	3	4	5	6
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Standard SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.						
K	1	2	3	4	5	6

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Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Identify the reasons and evidence a speaker provides to support particular points.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Presentation of Knowledge and Ideas						
Standard SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.						
K	1	2	3	4	5	6
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
Standard SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.						

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K	1	2	3	4	5	6
Add drawings or other visual displays to descriptions as desired to provide additional detail.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
Standard SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.						
K	1	2	3	4	5	6
Speak audibly and express thoughts, feelings, and ideas clearly.	Produce complete sentences when appropriate to task and situation.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Language

Conventions of Standard English						
Standard L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
K	1	2	3	4	5	6
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Print many upper- and lowercase letters.</i></p> <p><i>b. Use frequently occurring nouns and verbs.</i></p> <p><i>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</i></p> <p><i>d. Understand and use</i></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Print all upper- and lowercase letters.</i></p> <p><i>b. Use common, proper, and possessive nouns.</i></p> <p><i>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</i></p> <p><i>d. Use personal, possessive,</i></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Use collective nouns (e.g., group).</i></p> <p><i>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i></p> <p><i>c. Use reflexive pronouns (e.g., myself, ourselves).</i></p> <p><i>d. Form and use the past tense</i></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></p> <p><i>b. Form and use regular and irregular plural nouns.</i></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i></p> <p><i>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</i></p> <p><i>c. Use helping/linking</i></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</i></p> <p><i>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</i></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</i></p> <p><i>b. Use intensive pronouns (e.g., myself, ourselves).</i></p> <p><i>c. Recognize and correct inappropriate shifts in pronoun number and person.*</i></p>

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<p>question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	<p>and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>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).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring</p>	<p>of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p>	<p>verbs to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>
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	<p><i>prepositions (e.g., during, beyond, toward).</i></p> <p><i>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></p>		<p><i>i. Produce simple, compound, and complex sentences.</i></p>			
Standard L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
K	1	2	3	4	5	6
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize the first word in a sentence and the pronoun I.</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize dates and names of people.</i></p> <p><i>b. Use end punctuation for sentences.</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize holidays, product names, and geographic names.</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Capitalize appropriate words in titles.</i></p> <p><i>b. Use commas in addresses.</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Use correct capitalization.</i></p> <p><i>b. Use commas and quotation marks to mark direct speech</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Use punctuation to separate items in a series.</i></p> <p><i>b. Use a comma to separate an introductory</i></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>a. Use punctuation (commas, parentheses, dashes) to set off</i></p>

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<p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check</p>	<p>and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>nonrestrictive/parenthetical elements.</p> <p>b. Spell correctly.</p>
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			<i>and correct spellings.</i>			
Knowledge of Language						
Standard L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.						
K	1	2	3	4	5	6
		<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Compare formal and informal uses of English</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Choose words and phrases for effect.</i></p> <p><i>b. Recognize and observe differences between the conventions of spoken and written standard English.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Choose words and phrases to convey ideas precisely.</i></p> <p><i>b. Choose punctuation for effect.</i></p> <p><i>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</i></p> <p><i>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</i></p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>a. Vary sentence patterns for meaning, reader/listener interest, and style.</i></p> <p><i>b. Maintain consistency in style and tone.</i></p>

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Vocabulary Acquisition and Use						
Standard L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.						
K	1	2	3	4	5	6
<p>With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><i>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i></p> <p><i>b. Use the most frequently occurring inflections and affixes (e.g., -</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use frequently occurring affixes as a clue to the meaning of a word.</i></p> <p><i>c. Identify frequently occurring root words (e.g.,</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable,</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><i>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g.,</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><i>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to</i></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><i>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i></p> <p><i>b. Use common, grade-appropriate Greek or Latin affixes and roots</i></p>

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<p><i>ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i></p>	<p><i>look) and their inflectional forms (e.g., looks, looked, looking).</i></p>	<p><i>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i></p> <p><i>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i></p> <p><i>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i></p>	<p><i>comfortable /uncomfortable, care/careless, heat/preheat).</i></p> <p><i>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i></p> <p><i>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases</i></p>	<p><i>telegraph, photograph, autograph).</i></p> <p><i>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p>	<p><i>the meaning of a word (e.g., photograph, photosynthesis).</i></p> <p><i>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</i></p>	<p><i>as clues to the meaning of a word (e.g., audience, auditory, audible).</i></p> <p><i>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i></p> <p><i>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</i></p>
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Standard L5 Demonstrate understanding of word relationships and nuances in word meanings.						
K	1	2	3	4	5	6
<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school)</p>	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>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).</p> <p>c. Identify real-life connections between words and their use (e.g., note</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy,</p>

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<p><i>that are colorful).</i></p> <p>d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p><i>places at home that are cozy).</i></p> <p>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.</p>		<p><i>of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</i></p>		<p><i>each of the words.</i></p>	<p><i>scrimping, economical, unwasteful, thrifty).</i></p>
<p>Standard L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>						
K	1	2	3	4	5	6
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g.,</p>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and</p>	<p>Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a</p>

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	signal simple relationships (e.g., because).	When other kids are happy that makes me happy).	relationships (e.g., After dinner that night we went looking for them).	states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	word or phrase important to comprehension or expression.
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LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADE											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
ELAGSEK5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELAGSE5L5c
ELAGSE1L2c. Use commas in dates and to separate single words in a series.												Subsumed by ELAGSE5L2a
ELAGSE1L1i. Use frequently occurring prepositions.												Subsumed by ELAGSE4L1e
ELAGSE1L1g. Use frequently occurring conjunctions. ELAGSE3L1h. Use coordinating and subordinating conjunctions. ELAGSE5L1e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).												
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELAGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.												
ELAGSE3L3a. Choose words and phrases for effect.												
EKACC4L1e. Form and use prepositional phrases.												
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
ELAGSE4L1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).												
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.												Subsumed by ELAGSE7L3a
ELAGSE4L3b. Choose punctuation for effect.												
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.												
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.												
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
ELAGSE6L3b. Maintain consistency in style and tone.												
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.												
ELAGSE9–10L1a. Use parallel structure.												
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

* Darkened boxes indicate grades in which the standard should be taught.

