

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Phonics and Word Recognition	CC.1.1.2.D	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ● Distinguish long and short vowels when reading regularly spelled one-syllable words. ● Decode one and two syllable words with common patterns. ● Read grade level words with inflectional endings. ● Read grade-appropriate irregularly spelled words. 	95% Group or other district approved phonics program. District text book Leveled Texts Hands on activities and games Music Worksheets Crafts Computer Technology Class Room Word Wall	80% demonstration of objectives.	Teacher formative assessments and observations. 95% group assessments Performance based assessments Standardized assessments
Fluency	CC.1.1.2.E	Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> ● Read on-level text with purpose and understanding. ● Read on-level text orally with accuracy, appropriate rate and expression on successive readings. ● Use context to confirm or self-correct word 	Big Books District Textbook Guided Reading Texts Classroom Library Readers Theatre Poetry Dibels 95% group materials	80% demonstration of objectives	Dibels. Teacher formative assessments and observations. 95% group assessments Performance based assessments

		recognition and understanding, rereading as necessary.			Standardized assessments
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1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Key Ideas and Details - <u>Main Idea</u>	CC.1.2.2.A	Identify the <u>main idea</u> of a multi-paragraph text as well as focus of specific paragraphs within the text.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. DRA Performance based assessments Standardized assessments
Key Ideas and Details - <u>Text Analysis</u>	CC.1.2.2.B CC.1.2.2.C	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe connection between a series of events, concepts or steps in procedure within a text.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. DRA Performance based assessments Standardized assessments
Craft and Structure – <u>Text Structure</u>	CC.1.2.2.E	Use various text features and search tools to locate key facts or information in a text efficiently.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. DRA

					Performance based assessments Standardized assessments
Craft and Structure - <u>Vocabulary</u>	CC.1.2.2.F	Determine the meaning of words and phrases as they are used in grade level text including multiple – meaning words. (ex: synonyms, antonyms, homonyms, homophones)	Trade Books District Text Book & materials Leveled Texts Poetry	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Integration of Knowledge and Ideas – <u>Diverse Media</u>	CC.1.2.2.G	Explain how graphic representations contribute to and clarify a text.	Trade Books District Text Book Leveled Texts Graphic Organizers	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Integration of Knowledge and Ideas – <u>Evaluating Arguments</u>	CC.1.2.2.H	Describe how reasons support specific points the author makes in a text. (ex: highlight evidence in text, prove it)	Trade Books District Text Book & Materials. Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Integration of Knowledge and Ideas – <u>Analysis Across Texts</u>	CC.1.2.2.I	Compare and contrast the most important points presented by two texts on the same topic.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments

					Standardized assessments
Vocabulary Acquisition and Use.	CC.1.2.2.J CC.1.2.2.K	Acquire and use grade – appropriate conversational, general academic and domain specific words and phrases. Determine or clarify the meaning of unknown and multiple – meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Range of Reading	CC.1.2.2.L	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. DRA Performance based assessments Standardized assessments

1.3 Reading Literature

Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	Evaluation
Key Ideas and Details - <u>Theme</u>	CC.1.3.2.A	Recount stories and determine their central message, lesson, or moral.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations.

			Graphic Organizers		Performance based assessments Standardized assessments
Key Ideas and Details - <u>Text Analysis</u>	CC.1.3.2.B	Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Key Ideas and Details - <u>Literary Elements</u>	CC.1.3.2.C	Describe how characters in a story respond to major events.	Trade Books District Text Book & materials Leveled Texts Graphic Organizers	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Craft and Structure – <u>Point of View</u>	CC.1.3.2.D	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments
Craft and Structure – <u>Text Structure</u>	CC.1.3.2.E	Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.	Trade Books District Text Book & materials Leveled Texts Graphic Organizers	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments

					Standardized assessments
Craft and Structure - <u>Vocabulary</u>	CC.1.3.2.F	Describe how words and phrases supply rhythm and meaning in a story, poem or song.	Trade Books District Text Book & materials Leveled Texts Poetry Songs	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Integration of Knowledge of Ideas - <u>Sources of Information</u>	CC.1.3.2.G	Use information from illustrations and words, in print or digital text to demonstrate understanding of characters, plot, setting, or plot.	Trade Books District Text Book & materials Leveled Texts Graphic Organizers	80% demonstration of objectives	Teacher formative assessments and observations. DRA Performance based assessments Standardized assessments
Integration of Knowledge of Ideas – <u>Text Analysis</u>	CC.1.3.2.H	Compare and contrast two or more versions of the same story by different authors or from different culture.	Trade Books District Text Book & materials Leveled Texts Graphic Organizers	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Vocabulary <u>Acquisition and Use Strategies</u>	CC.1.3.2.I	Determine or clarify the meaning of unknown and multiple – meaning words and phrases based on grade level reading and content choosing from a range of strategies and tools.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments

					Standardized assessments
Vocabulary <u>Acquisition and Use</u>	CC.1.3.2.J	Acquire and use grade – appropriate conversational, general academic, and domain – specific words and phrases.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. Performance based assessments Standardized assessments
Range of Reading	CC.1.3.2.K	Read and comprehend literature on grade level, reading independently and proficiently.	Trade Books District Text Book & materials Leveled Texts	80% demonstration of objectives	Teacher formative assessments and observations. DRA Performance based assessments Standardized assessments

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	
Informative / Explanatory	CC.1.4.1.A	Write informative / explanatory text to examine a topic and convey ideas and information clearly.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples

Informative / Explanatory – <u>focus</u>	CC.1.4.2.B	Identify and introduce the topic.	SMART board / visuals Word Walls Journals Graphic Organizers District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Informative / Explanatory - <u>content</u>	CC.1.4.2.C	Develop the topic with facts and / or definitions.	SMART board / visuals Word Walls Journals Graphic Organizers District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Informative / Explanatory - <u>Organization</u>	CC.1.4.2.D	Group information and provide a concluding statement or section.	SMART board / visuals Word Walls Journals District Writing Program Graphic Organizers	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Informative / Explanatory - <u>Style</u>	CC.1.4.2.E	Choose words and phrases for effect.	SMART board / visuals Word Walls District Writing Program Journals	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Informative/ Explanatory <u>Conventions of Language</u>	CC.1.4.2.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling. <ul style="list-style-type: none"> • Capitalize first word in a sentence, pronoun I, proper nouns. 	SMART board / visuals Word Walls Journals Visuals Hands on activities and Games. District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples

		<ul style="list-style-type: none"> • Use end marks, commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. 			
Opinion / Argumentative	CC.1.4.2.G	Write opinion pieces on familiar topics or texts.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Opinion / Argumentative <u>-Focus</u>	CC.1.4.2.H	Identify the topic and state and opinion.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Opinion / Argumentative - <u>Content</u>	CC.1.4.2.I	Support the opinion with reasons that include details connected to the opinion.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Opinion / Argumentative - <u>Organization</u>	CC.1.4.1.2.J	Create an organizational structure that includes reasons and include a concluding statement.	SMART board / visuals Word Walls Journals District Writing Program.	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Opinion / Argumentative <u>Style</u>	CC.1.4.2.K	Use a variety of words and phrases to appeal to the audiences.	SMART board / visuals Word Walls Journals	80% demonstration of objectives	Rubric Writing Portfolios / Examples

			District Writing Program.		
Opinion / Argumentative <u>Conventions of Language</u>	CC. 1.4.2.L	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.	SMART board / visuals Word Walls Journals District Writing Program.	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Narrative	CC.1.4.2.M	Use narratives to develop real or imagined experiences of events.	SMART board / visuals Word Walls Journals District Writing Program.	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Narrative - <u>Focus</u>	CC.1.4.2.N	Establish a situation and introduce a narrator and / or characters.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Narrative - <u>Content</u>	CC1.4.2.O	Include thoughts and feelings to describe experiences and events to show the responses of characters to situation.	SMART board / visuals Word Walls Journals District Writing Program.	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Narrative - <u>Organization</u>	CC1.4.2.P	Organize a short sequence of events using temporal words to signal event order; provide some sense of closure.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Narrative - <u>Style</u>	CC.1.4.2.Q	Choose words and phrases for effect.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples

Narrative - <u>Conventions of Language</u>	CC.1.4.2.R	<p>Demonstrate a grade appropriate command of the conventions of standard English, grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> ● Capitalize proper nouns ● Use commas and apostrophes appropriately. ● Spell words drawing on common spelling patterns. ● Consult reference material as needed. 	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Production and Distributions of Writing – <u>Writing Process</u>	CC.1.4.2.T	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Technology and Publications	CC.4.2.U	With guidance and support, use a variety of digital tools to produce and publish writing including collaboration with peers.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Conducting Research	CC1.4.2.V	Participate in individual or shared research and writing projects.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples

Credibility, Reliability, and Validity of Sources	CC.1.4.2.W	Recall information from experiences or gather information from provided sources to answer a question.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples
Range of Writing	CC1.4.2.X	Write routinely 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.	SMART board / visuals Word Walls Journals District Writing Program	80% demonstration of objectives	Rubric Writing Portfolios / Examples

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Eligible Content	Standard	Learning Objectives	Resources	Expected Levels of Achievement	
Comprehension and Collaboration – <u>Collaborative Discussion</u>	CC.1.5.2.A	Participate in collaborative conversations with peers and adults in small and large groups.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation Performance based assessments. Rubrics
Comprehension and Collaboration – <u>Critical Listening</u>	CC.1.5.2.B	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation Performance based assessments. Rubrics
Comprehension and Collaboration -	CC.1.5.2.C	Ask and answer questions about what a speaker says in	Guided reading Large group lessons	80% demonstration of objectives	Teacher observation

<u>Evaluating Information</u>		order to clarify comprehension gather additional information, or deepen understanding of a topic or issue.	Small group projects Partner projects		Performance based assessments. Rubrics
Presentation of Knowledge and Ideas - <u>Purpose, Audience and Task</u>	CC.1.5.2.D	Tell a story or recount an experience with appropriate facts and relevant, descriptive, details, speaking audibly in coherent sentence.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation Performance based assessments. Rubrics
Presentation of Knowledge and Ideas - <u>Context</u>	CC.1.5.2.E	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation Performance based assessments. Rubrics
Integration of Knowledge and Ideas - <u>Multimedia</u>	CC.1.5.2.F	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation Performance based assessments. Rubrics
Conventions of Standard English	CC.1.5.2.G	Demonstrate command of the conventions of standard English when speaking based on grade level 2 content.	Guided reading Large group lessons Small group projects Partner projects	80% demonstration of objectives	Teacher observation Performance based assessments. Rubrics