

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.1.1.3.D	Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ● Identify and know the meaning of the most common prefixes and derivational suffixes. ● Decode words with common Latin suffixes. ● Decode multisyllable words. ● Read grade appropriate irregularly spelled words. 	District text book Leveled Texts Hands on activities and games Worksheets Crafts Computer Technology Class Room Word Wall	Mastery at 80% proficiency Identify rules of spelling Recognize patterns Develop word meaning Create word sorts	Pretest of words Final written assessment Peer Tutoring Small group instruction Lit Circle discussions Informal teacher observation
Fluency	CC.1.1.3.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 	District Textbook Classroom Library Readers Theatre Poetry	Adding intonation, pausing, tempo, pronunciation, and pacing while reading.	Written assessment Documentation of times fluency words per minute Peer Monitoring

		<p>rate and expression on successive readings.</p> <ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 			<p>Small group instruction</p> <p>Lit Circle discussions</p> <p>Teacher observation</p>
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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.1.2.3.A	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Trade Books District Text Book & materials Leveled Texts	80% passing rate Identify problem and solution Make inferences, analyze, summarize, main idea and details, characters, setting and plot, author's purpose	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation
Key Ideas and Details - <u>Text Analysis</u>	CC.1.2.3.B CC.1.2.3.C	Ask and answer questions about the text and make inferences from text; refer to text to support responses. Explain how a series of events, concepts or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.	Trade Books District Text Book & materials Leveled Texts	80% passing rate Identify problem and solution Make inferences, analyze, summarize, main idea and details, characters, setting and plot, author's purpose	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation

Craft and Structure – Point of View	CC.1.2.3.D	Explain the point of view of the author.	Trade Books District Text Book & materials	Analyze and identify author’s purpose, cause and effect, characters, setting and plot	Written assessment Peer Tutoring Small group instruction
Craft and Structure – <u>Text Structure</u>	CC.1.2.3.E	Use text features and search tools to locate and interpret information.	Leveled Texts		Lit Circle discussions Teacher observation
Craft and Structure - <u>Vocabulary</u>	CC.1.2.3.F	Determine the meaning of words and phrases as they are used in grade level text distinguishing literal from non-literal meaning as well as shades of meaning among related words.	Trade Books District Text Book & materials Leveled Texts Poetry	Use dictionary for meaning development, identifying context clues, surrounding words, word parts, word origins, and compound words	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation
Integration of Knowledge and Ideas – <u>Diverse Media</u>	CC.1.2.3.G	Use information gained from text features to demonstrate understanding of a text.	Trade Books District Text Book Leveled Texts Graphic Organizers Newspapers/magazines Computers/smart board	Development of computer skills Cross curricular learning Exposure to current events Identifying fact and opinion	Current events Student news
Integration of Knowledge and Ideas – <u>Evaluating Arguments</u>	CC.1.2.3.H	Describe how an author connects sentences and paragraphs in a text to support particular points.	Trade Books District Text Book & Materials. Leveled Texts	Development of computer skills Cross curricular learning Exposure to current events Identifying fact and opinion	Written assessment Peer Tutoring Small and whole group instruction Lit Circle discussions

					Teacher observation
Integration of Knowledge and Ideas – <u>Analysis Across Texts</u>	CC.1.2.3.I	Compare and contrast the most important points and key details presented by two texts on the same topic.	Big Books Trade Books District Text Book & materials Leveled Texts	Compare and contrast	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation
Vocabulary Acquisition and Use.	CC.1.2.3.J CC.1.2.3.K	Acquire and use grade – appropriate conversational, general academic and domain specific words and phrases, including those that signal spatial and temporal relationships. Determine or clarify the meaning of unknown and multiple – meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.	Graphic Organizers Trade Books District Text Book & materials Leveled Texts	Use dictionary for meaning development, identifying context clues, surrounding words, word parts, word origins, and compound words	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation
Range of Reading	CC.1.2.3.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 Graphic Organizers	Identifying problem and solution and making inferences, analyze, summarizing, main idea and details, characters, setting and plot	Written assessment Peer Tutoring Small and whole group instruction Lit Circle discussions Teacher observation

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.1.3.3.A	Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.	Trade Books District Text Book & materials Leveled Texts Graphic Organizers	Identifying problem and solution and making inferences, analyze, summarizing, main idea and details	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation
Key Ideas and Details - <u>Text Analysis</u>	CC 1.3.3.B	Ask and answer questions about the text and make inferences from text, referring to text to support responses.	Trade Books District Text Book & materials Leveled Texts	Identifying main idea and supporting details, theme, genre, author's purpose	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples

Key Ideas and Details - <u>Literary Elements</u>	CC.1.3.3.C	Describe how characters in a story and explain how their actions contribute to the sequence of events.	Trade Books District Text Book & materials Leveled Texts Graphic Organizers	Identifying character, setting and plot, main idea and supporting details, theme, genre	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples
Craft and Structure – <u>Point of View</u>	CC.1.3.3.D	Explain the point of view of the author.	Trade Books District Text Book & materials Leveled Texts	Identifying main idea and supporting details, author's purpose	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples
Craft and Structure – <u>Text Structure</u>	CC.1.3.3.E	Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.	Trade Books District Text Book & materials Leveled Texts Graphic Organizers	Exposure to different types of poems, performance of plays, and identify elements for each genre.	Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples

<p>Craft and Structure - <u>Vocabulary</u></p>	<p>CC.1.3.3.F</p>	<p>Define the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p>	<p>Trade Books District Text Book & materials Leveled Texts Poetry Songs</p>	<p>Identify variety of figurative language techniques including alliteration, personification, simili, metaphors, use dictionary for meaning development, identifying context clues, surrounding words, word parts, word origins, and compound words.</p>	<p>Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples</p>
<p>Integration of Knowledge of Ideas - <u>Sources of Information</u></p>	<p>CC.1.3.3.G</p>	<p>Explain how specific aspects of 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).</p>	<p>Trade Books District Text Book & materials Leveled Texts Graphic Organizers</p>	<p>Tapping background knowledge</p>	<p>Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples</p>
<p>Integration of Knowledge of Ideas – <u>Text Analysis</u></p>	<p>CC.1.3.3.H</p>	<p>Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar character.</p>	<p>Trade Books District Text Book & materials Leveled Texts Graphic Organizers</p>	<p>Exposure to different genres, compare and contrast, main idea and supporting details</p>	<p>Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples</p>

<p>Vocabulary <u>Acquisition and Use Strategies</u></p>	<p>CC.1.3.3.I</p>	<p>Determine or clarify the meaning of unknown and multiple – meaning words and phrases based on grade level reading and content choosing flexibility from a range of strategies and tools.</p>	<p>Trade Books District Text Book & materials Leveled Texts</p>	<p>Identify word parts knowledge of meaning of prefixes and suffixes word origins</p>	<p>Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples</p>
<p>Vocabulary <u>Acquisition and Use</u></p>	<p>CC.1.3.3.J</p>	<p>Acquire and use accurately grade – appropriate conversational, general academic, and domain – specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>Trade Books District Text Book & materials Leveled Texts</p>	<p>Identify word parts knowledge of meaning of prefixes and suffixes word origins</p>	<p>Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples</p>
<p>Range of Reading</p>	<p>CC.1.3.3.K</p>	<p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Trade Books District Text Book & materials Leveled Texts</p>	<p>Identify word parts knowledge of meaning of prefixes and suffixes word origins</p>	<p>Written assessment Peer Tutoring Small group instruction Lit Circle discussions Teacher observation Rubrics Work samples</p>

					Timed fluency
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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.1.4.3.A	Write informative / explanatory texts to examine a topic and convey ideas and information clearly.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals presentations
Informative / Explanatory – <u>focus</u>	CC.1.4.3.B	Identify and introduce the topic.	SMART board / visuals Word Walls Journals Graphic Organizers District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals presentations

<p>Informative / Explanatory - <u>content</u></p>	<p>CC.1.4.3.C</p>	<p>Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p>	<p>SMART board / visuals</p> <p>Word Walls</p> <p>Journals</p> <p>Graphic Organizers</p> <p>District Writing Program</p>	<p>80% proficient on assessments</p> <p>Project completion 80%</p> <p>Demonstration of mastery of skills</p>	<p>Proofreading Assessments</p> <p>Informal observation</p> <p>Prewriting</p> <p>Peer editing</p> <p>Rubric</p> <p>Journals</p> <p>Pre presentations</p>
<p>Informative / Explanatory - <u>Organization</u></p>	<p>CC.1.4.3.D</p>	<p>Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p>	<p>SMART board / visuals</p> <p>Word Walls</p> <p>Journals</p> <p>District Writing Program</p> <p>Graphic Organizers</p>	<p>80% proficient on assessments</p> <p>Project completion 80%</p> <p>Demonstration of mastery of skills</p>	<p>Proofreading Assessments</p> <p>Informal observation</p> <p>Prewriting</p> <p>Peer editing</p> <p>Rubric</p> <p>Journals presentations</p>
<p>Informative / Explanatory - <u>Style</u></p>	<p>CC.1.4.3.E</p>	<p>Choose words and phrases for effect.</p>	<p>SMART board / visuals</p> <p>Word Walls</p> <p>District Writing Program</p> <p>Journals</p>	<p>80% proficient on assessments</p> <p>Project completion 80%</p> <p>Demonstration of mastery of skills</p>	<p>Proofreading Assessments</p> <p>Informal observation</p> <p>Prewriting</p> <p>Peer editing</p> <p>Rubric</p> <p>Journals presentations</p>

<p>Informative/ Explanatory <u>Conventions of Language</u></p>	<p>CC.1.4.3.F</p>	<p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>	<p>SMART board / visuals</p> <p>Word Walls</p> <p>Journals</p> <p>Visuals</p> <p>Hands on activities and Games.</p> <p>District Writing Program</p>	<p>80% proficient on assessments</p> <p>Project completion 80% Demonstration of mastery of skills</p>	<p>Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals presentations</p>
<p>Opinion / Argumentative</p>	<p>CC.1.4.3.G</p>	<p>Write opinion pieces on familiar topics or texts.</p>	<p>SMART board / visuals</p> <p>Word Walls</p> <p>Journals</p> <p>District Writing Program</p>	<p>80% proficient on assessments</p> <p>Project completion 80% Demonstration of mastery of skills</p>	<p>Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals presentations</p>
<p>Opinion / Argumentative <u>-Focus</u></p>	<p>CC.1.4.3.H</p>	<p>Introduce the topic and state an opinion on the topic.</p>	<p>SMART board / visuals</p> <p>Word Walls</p> <p>Journals</p> <p>District Writing Program</p>	<p>80% proficient on assessments</p> <p>Project completion 80% Demonstration of mastery of skills</p>	<p>Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals presentations</p>
<p>Opinion / Argumentative - <u>Content</u></p>	<p>CC.1.4.3.1</p>	<p>Support an opinion with reasons.</p>	<p>SMART board / visuals</p> <p>Word Walls</p>	<p>80% proficient on assessments</p> <p>Project completion 80%</p>	<p>Proofreading Assessments Informal observation Prewriting Peer editing</p>

			Journals District Writing Program	Demonstration of mastery of skills	Rubric Journals presentations
Opinion / Argumentative - <u>Organization</u>	CC.1.4.1.3.J	Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	SMART board / visuals Word Walls Journals District Writing Program.	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Opinion / Argumentative <u>Style</u>	CC.1.4.3.K	Use a variety of words and sentence types to appeal to the audience.	SMART board / visuals Word Walls Journals District Writing Program.	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Opinion / Argumentative <u>Conventions of Language</u>	CC. 1.4.3.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% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Narrative	CC.1.4.3.M	Write narratives to develop real or imagined experiences or events.	SMART board / visuals Word Walls	80% proficient on assessments Project completion 80%	Proofreading Assessments Informal observation Prewriting

			Journals District Writing Program.	Demonstration of mastery of skills	Peer editing Rubric Journals Presentations Small and whole group instruction
Narrative - <u>Focus</u>	CC.1.4.3.N	Establish a situation and introduce a narrator and / or characters.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Narrative - <u>Content</u>	CC1.4.3.0	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	SMART board / visuals Word Walls Journals District Writing Program.	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Narrative - <u>Organization</u>	CC1.4.3.P	Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction

Narrative - <u>Style</u>	CC.1.4.3.Q	Choose words and phrases for effect.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Narrative - <u>Conventions of Language</u>	CC.1.4.3.R	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% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Response to Literature	CC.1.4.3.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Production and Distributions of Writing – <u>Writing Process</u>	CC.1.4.3.T	With guidance and support from peers and adults, Develop and strengthen writing as needed by planning, revising, and editing.	SMART board / visuals Word Walls Journals	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric

			District Writing Program		Journals Presentations Small and whole group instruction
Technology and Publications	CC.4.3.U	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Conducting Research	CC1.4.3.V	Conduct short research projects that build knowledge about a topic.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Credibility, Reliability, and Validity of Sources	CC.1.4.3.W	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient on assessments Project completion 80% Demonstration of mastery of skills	Proofreading Assessments Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
Range of Writing	CC1.4.3.X	Write routinely over extended time frames (time	SMART board / visuals	80% proficient on assessments	Proofreading Assessments

		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.	Word Walls Journals District Writing Program	Project completion 80% Demonstration of mastery of skills	Informal observation Prewriting Peer editing Rubric Journals Presentations Small and whole group instruction
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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.1.5.3.A	Engage effectively in a range of collaborative discussions on grade level topics and texts building on others’ ideas and expressing their own clearly.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient of assessments 80% proficient of presented projects	Proofreading Assessments Informal observation Prewriting Peer editing revising
Comprehension and Collaboration – <u>Critical Listening</u>	CC.1.5.3.B	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats,	SMART board / visuals Word Walls Journals	80% proficient of assessments 80% proficient of presented projects	Proofreading Assessments Informal observation Prewriting Peer editing revising

		including visually quantitatively, and orally.	District Writing Program		
Comprehension and Collaboration - <u>Evaluating Information</u>	CC.1.5.3.C	Ask and answer questions about information from a speaker, offering appropriate detail.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient of assessments 80% proficient of presented projects	Proofreading Assessments Informal observation Prewriting Peer editing revising
Presentation of Knowledge and Ideas - <u>Purpose, Audience and Task</u>	CC.1.5.3.D	Report on a topic, tell a story or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient of assessments 80% proficient of presented projects	Proofreading Assessments Informal observation Prewriting Peer editing revising
Presentation of Knowledge and Ideas - <u>Context</u>	CC.1.5.3.E	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient of assessments 80% proficient of presented projects	Proofreading Assessments Informal observation Prewriting Peer editing revising
Integration of Knowledge and Ideas - <u>Multimedia</u>	CC.1.5.3.F	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.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient of assessments 80% proficient of presented projects	Proofreading Assessments Informal observation Prewriting Peer editing revising

Conventions of Standard English	CC.1.5.3.G	Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.	SMART board / visuals Word Walls Journals District Writing Program	80% proficient of assessments 80% proficient of presented projects	Proofreading Assessments Informal observation Prewriting Peer editing revising