**1st Grade**

FOURTH QUARTER LEARNING PRIORITIES

**Common Core First Grade Literacy Standards Emphasized this Quarter**

|  |  |
| --- | --- |
| **READING LITERATURE** | **READING NONFICTION** |
| ***KEY IDEAS AND DETAILS*** | ***KEY IDEAS AND DETAILS*** |
| 2. Retell stories, including **key details**, and **demonstrate understanding** of their **central message** or **lesson**. | 2. Identify the **main Topic and BIG Question: BIG Question: retell** **key details** of a text. |
| 3. **Describe** **characters**, **settings**, and major **events** in a story, using **key details**. | 3. **Describe** the **connection** between two individuals, **events**, **ideas**, or pieces of information in a text. |
| ***CRAFT AND STRUCTURE*** | ***CRAFT AND STRUCTURE*** |
| 4. Identify **words and phrases** in stories or poems that suggest feelings or appeal to the senses. | 4. Ask and answer questions to help **determine** or clarify the meaning of **words and phrases** in a text. |
| 5. **Explain** major **differences** between books that tell stories and books that give information, drawing on a wide reading of a range of **text types**. | 5. Know and use various **text features** (e.g., headings, tables of contents, glossaries, electronic menus, icons) to **locate** key facts or information in a text. |
| ***INTEGRATION OF KNOWLEDGE AND IDEAS*** | ***INTEGRATION OF KNOWLEDGE AND IDEAS*** |
| 7. Use **illustrations** and details in a story to **describe** its **characters**, **setting**, or **events**. | 7. Use the **illustrations** and details in a text to **describe** its **key ideas**. |

*Integrated Standards:* Standard 1—ask and answer questions about key details in a text—is the basis for responding to questions and completing tasks based on the other reading standards. Progress in each standard supports standard 10 -- With prompting and support, **read** **prose** and **poetry** and informational texts appropriately complex for grade 1.

***Nonfiction reading competencies are developed each week***

***in science and social science****.*

**Writing:**

CCSSW.1.8With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Identify Speaking and Listening Standards to emphasize this quarter.**

Speaking and Listening are Keys to Learning ACROSS the Curriculum-- Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

They also will be developed as students make culminating presentations.

**Comprehension and Collaboration**

* [SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[\_\_SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/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).

[\_\_SL.1.1b](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

[\_\_SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1/1/c/) Ask questions to clear up any confusion about the topics and texts under discussion.

* [SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
* [SL.1.3](http://www.corestandards.org/ELA-Literacy/SL/1/3/) 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**

* [SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
* [SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
* [SL.1.6](http://www.corestandards.org/ELA-Literacy/SL/1/6/) Produce complete sentences when appropriate to task and situation.

***Integrate the Conventions in Writing and Speaking***

SOURCE of Common Core Standards cited in this guide: <http://www.corestandards.org>

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**FOURTH QUARTER MATH PROGRESS PRIORITIES**

During fourth quarter, in addition to the new math that students learn, it’s **important to** revisit math they mastered in the past but have not used recently. Research confirms that if the math curriculum includes “frequent cumulative review” that enables students to retain greater math competence. Among sources supporting this “mix” is the report “Assisting Students Struggling with Mathematics” of the What Works Clearinghouse, IES Practice Guide, US Department of Education. This chart is included to organize planning for fourth quarter of new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; integration into science and social science topic analysis.

Math Practice Standards should be Emphasized this Quarter—particularly

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

|  |  |  |
| --- | --- | --- |
| Week of | **New Math** | **Math “Mix”—What to Revisit** |
| 16 April |  |  |
| 23 |  |  |
| 30 April |  |  |
| 7 May |  |  |
| 14 May |  |  |
| 21 May |  |  |
| 28 May |  |  |
| 4 June |  |  |
| 11 June |  |  |

**First Grade: FOURTH QUARTER Learning Priorities Weeks 30-31**

|  | **Week of April 16** | **Week of April 23** |
| --- | --- | --- |
| **Literature Genre**Links to online poetry[Guides](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) | **Poetry** | **Poetry** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.4Identify **words and phrases** in stories or poems that suggest feelings or appeal to the senses. | * Read/listen to a poem and draw what the words help you understand or feel.
* Identify **words and phrases** in [**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) that suggest feelings or appeal to the senses.
* Identify the ways a poet helps you figure out what is important in a poem.
 | * Read/listen to a poem and draw what the words help you understand or feel.
* Identify **words and phrases** in [**poems**](http://teacher.depaul.edu/html/PoetryInterpretationGuides.htm) that suggest feelings or appeal to the senses.
* Identify the ways a poet helps you figure out what is important in a poem.
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI 1.7. Use the **illustrations** and details in a text to **describe** its **key ideas**. | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make picture glossary based* on two different sources about same topic

[Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)  [Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf) picture glossary * *Read, experience, draw, list* ***facts*** *about topic to answer a FOCUS QUESTION .*
* ***Summarize*** *what you learned.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make picture glossary based on two different sources about same topic*

[Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf) [Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf) picture glossary* *Read, experience, draw, list* ***facts*** *about topic to answer a FOCUS QUESTION*
* Summarize what you learned.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Make Synonym Chart
 | *Sight Words:*PHONICS:* Make Synonym chart
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*CCSSW1.2*Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | **I can write sentences about a topic with capitals and punctuation.*** (Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays)
 | **I can write sentences about a topic with capitals and punctuation.*** (Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays)
 |

[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)    [Vocabulary and Reading Resources](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[Primary Writing Guides](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

**First Grade: FOURTH QUARTER Learning Priorities Weeks 32-33**

|  | **Week of April 30** | **Week of May 7** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL1.7. Use **illustrations** and details in a story to **describe** its **characters**, **setting**, or **events**.[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | How do the parts of a story help you understand it?* Locate information a writer uses to describe character, place, action/event
* Illustrate the most important characters, places, events, with captions.
 | How do the parts of a story help you understand it?* Locate information a writer uses to describe character, place, action/event
* Illustrate the most important characters, places, events, with captions.
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **AND** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY** CCSSRI 1.7. Use the **illustrations** and details in a text to **describe** its **key ideas**.[Make a Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf) picture glossary | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *List words and pictures that help you figure out important information.*
* Tell an **idea** about the topic based on a **nonfiction text**. Tell how the writer uses **words, pictures, sentences, questions to help you understand it.**
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *List words and pictures that help you figure out important information.*
* Tell an **idea** about the topic based on a **nonfiction text**. Tell how the writer uses **words, pictures, sentences, questions to help you understand it.**
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:Make Antonyms Chart | *Sight Words:*PHONICS:Make homonyms chart |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **I can write sentences about a topic with capitals and punctuation.**(Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays) | **I can write sentences about a topic with capitals and punctuation.**(Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays) |

**First Grade: FOURTH QUARTER Learning Priorities Weeks 34-35**

|  | **Week of May 14** | **Week of May 21** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.9—compare stories[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)   | How do you compare stories?* **Compare** and **contrast** the main **characters** in stories. How are they alike? How are they different?
* Contrast the kinds of choices the main character makes in each story.
* How did both writers help you understand a message or moral from the choices?
 | How do you compare stories?* **Compare** and **contrast** the main **characters** in stories. How are they alike? How are they different?
* Contrast the kinds of choices the main character makes in each story.
* How did both writers help you understand a message or moral from the choices?
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video \_\_\_museum exhibit | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video \_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **AND** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI1.2 explain an idea with information from pictures and visuals [Make a Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf) picture glossary | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Classify information in a chart—may be a class, group, or individual activity.*
* *Draw a picture and write a caption telling one idea you learned about the topic.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Classify information in a chart—may be a class, group, or individual activity.*
* *Draw a picture and write a caption telling one idea you learned about the topic.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Make Multi-meaning words chart or matching game—match the word with its context
 | *Sight Words:*PHONICS:* Multi-Meaning words chart or matching game—match the word with its context.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **I can write sentences about a topic with capitals and punctuation.**Recommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays. | **I can write sentences about a topic with capitals and punctuation.****R**ecommended: Relate to science and social studies and include student illustrations as well as sentences in booklets or displays. |

[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)    [Vocabulary and Reading Resources](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[Primary Writing Guides](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

**First Grade: FOURTH QUARTER Learning Priorities Weeks 36-37**

|  | **Week of May 29** | **Week of June 4** |
| --- | --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.2Summarize, identify theme/message[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)   | **How do you Summarize a story?** * Tell what the most important actions are.
* Identify a choice the main character makes.
* Tell what the character learns or how the character changes.
* Tell what the central message is.
* Tell what parts of the story help you figure that out.
 | **How do you Summarize a story?** * Tell what the most important actions are.
* Identify a choice the main character makes.
* Tell what the character learns or how the character changes.
* Tell what the central message is.
* Tell what parts of the story help you figure that out.
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit | \_ picture book \_big book \_\_history \_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and** [**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY**CCSSRI.1.2**summarize**[Make a Topic Picture Glossary](http://teacher.depaul.edu/Documents/PictureWordBank.pdf)[Spanish](http://teacher.depaul.edu/html/documents/PictureWordBankSpanish.pdf) picture glossary  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** Locate and list information that you can use to answer the focus question.
* With a partner or group, decide which information you will use in your answer.
* Tell the answer.
* [Write](http://teacher.depaul.edu/html/science_writing.html)*/draw a summary of what you learned.*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** Locate and list information that you can use to answer the focus question.
* With a partner or group, decide which information you will use in your answer.
* Tell the answer.
* [Write](http://teacher.depaul.edu/html/science_writing.html)*/draw a summary of what you learned.*
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)[Construct sight word sentences](http://teacher.depaul.edu/html/documents/SightWordsSentenceBuilder.pdf) | *Sight Words:*PHONICS:* Prefixes
 | *Sight Words:*PHONICS:* Suffixes
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW 1.7. Participate in shared research and writing projects  | * Collaborate with other students to write about this week’s learning in science or social studies.
* Include student illustrations as well as sentences in booklets or displays
 | * Collaborate with other students to write about this week’s learning in science or social studies.
* Include student illustrations as well as sentences in booklets or displays
 |

[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)    [Vocabulary and Reading Resources](http://teacher.depaul.edu/Documents/readingandvocabularyguide.pdf)

[Primary Writing Guides](http://teacher.depaul.edu/Documents/PRIMARYWRITINGGUIDE.pdf)

**First Grade: FOURTH QUARTER Learning Priorities Week 38**

|  | **Week of June 11** |
| --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale****\_\_realistic fiction \_\_fable****\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html) CCSSRL.1.2Summarize, identify theme/message[Primary Reading Resources](http://teacher.depaul.edu/PrimaryReadingResources.html)  | **Recognize Progress*** My favorite story or poem—students select their favorite, tell what they like about it, and share it with another student.
 |
| **Nonfiction Sources** | \_ picture book \_big book \_\_history\_topic book \_ biography \_\_video\_\_museum exhibit |
| [**Science**](http://teacher.depaul.edu/Science_Activities_Assessments.html) **and**[**Social Science**](http://teacher.depaul.edu/social_studies.html)**DEVELOP NONFICTION LITERACY** CCSSRI.1.2Identify important information to communicate ideas about a topic --Summarize | * My own topic book—students write about a topic.
* They can use a primary topic book as their mentor text.
* First they should plan what they will include. Then they should draw or collect pictures and write captions.
* [Book Planner](http://teacher.depaul.edu/files/documents/BookMaker.pdf) [Spanish](http://teacher.depaul.edu/files/documents/BookMakerSpanish.pdf) book planner
* students exchange and read the books they write.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html) | * Phonics Progress: Contribute to class chart of sounds we know.
* My own guide to writing sentences with different kinds of punctuation. I write the rule and an example.
* Class word “bank”—words we’ll take to second grade.
 |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*descriptive* | * Descriptive sentences about me.
* Narrative sentences about how I have learned a lot this year.
* Descriptive sentences about my progress.
 |