**1st Grade**

SECOND QUARTER

LEARNING PRIORITIES

TO DEVELOP CORE COMPETENCIES

 

**For resources to support learning progress, go to**

[**http://teacher.depaul.edu**](http://teacher.depaul.edu)**.**

**Links to specific resources are embedded in the following pages.**

**Polk Bros. Foundation Center for Urban Education**

**at DePaul University**

[**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)

[**Primary Literacy Toolkit**](http://teacher.depaul.edu/Documents/ReadytoTeachToolkit.pdf)

Learning Guides in Spanish and English

[**Math**](http://teacher.depaul.edu/BilingualMathResources.htm)**Guides**[**Reading**](http://teacher.depaul.edu/BilingualReadingResources.htm)**Guides**

[**Science**](http://teacher.depaul.edu/BilingualScienceResources.htm)**Guides**[**Social Studies**](http://teacher.depaul.edu/BilingualSocialStudiesResources.htm)**Guides**

[**Vocabulary**](http://teacher.depaul.edu/BilingualVocabularyResources.htm)**Guides**[**Writing**](http://teacher.depaul.edu/BilingualWritingResources.htm)**Guides**

***Readings--Texts in Spanish and English***

[**Fiction**](http://teacher.depaul.edu/BilingualResources-FictionReadings.html)[**Poetry**](http://teacher.depaul.edu/BilingualReading-Poems-Songs.htm)[**Nonfiction**](http://teacher.depaul.edu/BilingualResources-NonFictionReadings.html)[**Nonfiction featuring Chicago**](http://teacher.depaul.edu/Bilingual-NonfictionChicago.htm)

**Use Graphic Organizers to Demonstrate,**

**Guide and *Assess to Advance***

**Students can work independently, then**

**pair to compare and adjust to learn more.**

[**math**](http://teacher.depaul.edu/html/MathGraphicThinkers.htm)

[**science**](http://teacher.depaul.edu/Science_Activities_Assessments.html)

[**social studies**](http://teacher.depaul.edu/Social_Studies.html)[**academic vocabulary**](http://teacher.depaul.edu/html/vocabulary.html)

[**reading skills**](http://teacher.depaul.edu/ReadingSkills.html)

[**Assessment Guides**](http://teacher.depaul.edu/Assess_Developmentally.html)

**MATH MIX: New and Continuing PRIORITIES**

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 designed to organize planning for new math content and inclusion of math learned earlier in the school year in activities such as: learning centers; “bell ringers”; homework; science; social science--*Integrating math into science and social science makes math more meaningful.*

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| Week of | **New Math** | **Math “Mix”—Content to Revisit** |
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**Homework Essential:** Emphasize learning math facts through counting games and other kinds of practice.

**Daily kinds of assessment:**

 \_\_glossary \_\_journal \_\_my own example \_\_change the problem, solve it

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weekly kinds of assessment:**

\_\_write math page—fact booklets \_\_make my own “anchor chart”

\_\_complete a problem that the teacher starts

\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Common Core First Grade Literacy Standards Emphasized**

|  |  |
| --- | --- |
| **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 **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. |
| 6. Identify who is telling the story at various points in a text. | 6. Distinguish between information provided by pictures or other illustrations and information provided by the words 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. All the reading competence development is designed to reach 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 or social science—ideally students focus on only one nonfiction subject for five weeks so that students learn that content and learn how to read nonfiction.*

**Writing: CCSSW.1.2 EXPLANATORY (CPS Framework Assessment Specification)**

Write explanatory texts 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

*Explanatory writing aligns with reading standard 7—integrate from different sources; and writing standard 7—research to understand a topic.*

**The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum**

**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.

**Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.**

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

SOURCE of Common Core Standards cited in this guide: [*http://www.corestandards.org*](http://www.corestandards.org)

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**LANGUAGE First Grade**

**These lists are set up with lines so that you can check your students’ learning priorities for this quarter.**

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| --- |
| ***CONVENTIONS IN WRITING AND SPEAKING*** |
| * 1. Observe conventions of grammar and usage.

\_\_a. Print all upper- and lowercase letters.\_\_b. Use singular and plural nouns with matching verbs in simple sentences (e.g., *He hops*; *We hop*).\_\_c. Use subject, object, and possessive pronouns in speaking and writing (e.g., *I*, *me*, *my*; *they*, *them*, *their*).\_\_d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*).\_\_e. Understand and use frequently occurring prepositions in English (e.g., *during*, *beyond*, *toward*).\_\_f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.\_\_g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject. |
| * 2. Observe conventions of capitalization, punctuation, and spelling.

\_\_a. Capitalize names, places, and dates.\_\_b. Use end punctuation for sentences, including periods, question marks, and exclamation points.\_\_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 common irregular words.\_\_e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.\_\_f. Form new words through addition, deletion, and substitution of sound and letters (e.g., an → man → mat → mast → must → rust → crust). |
| 3. (Beings in grade 3) |
| ***VOCABULARY ACQUISITION AND USE*** |
| * 4. Determine word meanings (*based on grade 1 reading*).

\_\_a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.\_\_b. Use sentence-level context as a clue to the meaning of an unknown word.\_\_c. Use common affixes in English as a clue to the meaning of an unknown word.\_\_d. 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).\_\_e. Demonstrate understanding of the concept of multiple-meaning words (e.g., match, kind, play) by identifying meanings of some grade-appropriate examples of such words. |
| * 5. Understand word relationships.

\_\_a. Build real-life connections between words and their use (e.g., note places at home that are cozy).\_\_b. 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, choosing, or acting out the meanings. |
| * 6. Use newly learned words acquired through conversations, reading, and responding to texts.
 |

**First Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

*Weeks 10-11 are combined—week 10 includes few instructional days.*

*Week 12 includes only 2 days.*

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|  | **Weeks 10-11** | **Week 13** |
| **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.1.3**Describe** **characters**, **settings**, and major **events** in a story, using **key details**. | * Identify/draw characteristics of persons in a story/situation
* Infer traits from actions.
* How they **feel**
* What their **traits** are and how they are different from feelings
* How their traits are shown in their actions.

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| --- | --- | --- |
| Question | answer | evidence |
| feeling |  |  |
| trait |  |  |

 | Choose your favorite story.Draw and write captions to tell about:* Characters
* Setting
* Important events
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | *Sight Words*PHONICS: | *Sight Words**Use your sight words to write sentences.*PHONICS:Make your own phonics pages/booklet.  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*CCSSW1.2 Explanatory/ informational* | * Write sentence with question mark. Then write sentence with period that answers the question.

Write journal (ongoing) | * Write sentences about your favorite story.
 |

**First Grade: Second Quarter, Weeks 10-12 Learning Priorities**

**NONFICTION LITERACY**

**IN SCIENCE**

**AND**

**SOCIAL SCIENCE**

**Read to Learn**

**Learn to Read Better**

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|  | **Weeks 10-11** | **Week 12** |
| **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****DEVELOP NONFICTION LITERACY**CCSSRI.1.2—locate information then 1.3 Relate information to an idea; Classify information | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make picture glossary*
* *read, experience, draw, list* ***facts*** *about topic to answer a FOCUS QUESTION .*
* **Classify information and tell how you do it**
* **Write to explain what you learned.**
 | Choose a topic you have learned about that you like a lot.Draw and write about it. |

**First Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **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) CCSSRL1.4Identify **words and phrases** in stories or poems that suggest feelings or appeal to the senses. | * Read a poem and draw what the words help you understand or feel.
* Tell the techniques the poet used—rhyme and other techniques.
 | * Read a poem and draw what it means.
* Tell the techniques the poet used—rhyme and other techniques.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | * 2-letter consonant blends

*Sight Words**PHONICS:* | * 2-letter consonant blends

*Sight Words**PHONICS:* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*CCSSW1.2 Explanatory/* *Informational* | * Write sentences with question mark, period, exclamation mark.
 | * Write sentences with question mark, period, exclamation mark.
 |

**First Grade: Second Quarter, Weeks 13-14 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

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| --- | --- | --- |
| **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 identify idea and support with information from text and visual (1.3 and 1.7) | ***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*
* *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*
* *read, experience, draw, list* ***facts*** *about topic to answer a FOCUS QUESTION*
* Summarize what you learned.
 |

**First Grade: Second Quarter, Weeks 15-16 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **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) CCSSRL1.2 themeCCSSRL1.3 characters, events, purpose | * Identify **sequence** in a story or event
* Events

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Draw and write to show what happens that is important to understand the message  | * Identify **sequence** in a story or event
* Events

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* Draw and write to show what happens that is important to understand the message
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | *Sight Words*PHONICS: | *Sight Words*PHONICS:  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)*CCSSW1.2 Explanatory/ informational*  | * Write sentences with pronoun
 | * Write sentences with pronoun
 |

**First Grade: Second Quarter, Weeks 15-16 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read to learn…**

**Learn to read BETTER!**

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| --- | --- | --- |
| **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 identify idea and support with information from text and visual (1.3 and 1.7) | ***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 summarize what you learn*
* 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.**
 |

**First Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

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| **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.1.1Analyze, then infer; answer with evidence | **Analyze questions, respond thoughtfully*** Ask/answer what/where questions—point out these are literal.

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| --- | --- | --- |
| Question | Answer | Where I find it |
|  |  |  |

* Ask/answer inferential questions

|  |  |  |
| --- | --- | --- |
| Question | Answer | Why I think it |
|  |  |  |

 | **Analyze questions, respond thoughtfully*** Ask/answer what/where questions—point out these are literal.

|  |  |  |
| --- | --- | --- |
| Question | Answer | Where I find it |
|  |  |  |

* Ask/answer inferential questions

|  |  |  |
| --- | --- | --- |
| Question | Answer | Why I think it |
|  |  |  |

 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | *Sight Words*PHONICS: | *Sight Words*PHONICS:  |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)CCSSW1.2 Explanatory/ informational | * Write explanation
 | * Write explanation
 |

**First Grade: Second Quarter, Weeks 17-18 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read to Learn…**

**Learn to Read BETTER!**

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| --- | --- | --- |
| **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**Locate informationCCSSRI1.2 explain an idea with information from pictures and visuals CCSSRI1.3 and 1.7  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make glossary*
* *List information to support an idea*
* *Identify source of information*
* *Compare and contrast how a writer and an illustrator/photographer provide information*
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** *Make glossary*
* *List information to support an idea*
* *Identify source of information*
* *Compare and contrast how a writer and an illustrator/photographer provide information*
 |

**First Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**LITERATURE AND FOUNDATIONAL SKILLS**

|  |  |  |
| --- | --- | --- |
| **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.1.2—identify themeCCSSRL3—analyze development in a story  | Analyze how a character changes in a story.* What the character learns.
* How the character’s choices lead the character to change or learn.
* Relate to the theme of the story.
 | Analyze how a character changes in a story.* Relate to the theme of the story.
* Revisit stories read this quarter and see how the writer uses the character’s change to help you understand the theme or message of the story.
 |
| [**Word Patterns and Grammar**](http://teacher.depaul.edu/html/vocabulary.html)In addition to scheduled sight words include phrases such as the Fry Phrases. | *Sight Words*PHONICS: | *Sight Words**Use sight words to write sentences.**Make sight word “banks” that include different kinds of sight words such as action words, nouns, adjectives.** PHONICS:

Make a chart showing all the phonics you have learned this semester, |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)explanatory/ informational | * Write and illustrate an explanation.
 | * Write and illustrate an explanation
 |

**First Grade: Second Quarter, Weeks 19-20 Learning Priorities**

**NONFICTION LITERACY IN SCIENCE AND SOCIAL SCIENCE**

**Read to Learn…**

**Learn to Read BETTER!**

|  |  |  |
| --- | --- | --- |
| **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**Locate informationCCSSRI1.2 explain an idea with information from pictures and visuals CCSSRI1.3 and 1.7  | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** read, experience, draw, list facts, write/tell about a topic
* Make a poster or booklet or page that tells/shows an important idea you have learned.
 | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.**** read, experience, draw, list facts, write/tell about a topic
* Make a poster or booklet or page that tells/shows an important idea you have learned.
 |