**1st Grade**

THIRD QUARTER LEARNING PRIORITIES

**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 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 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.*

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.

**The Speaking and Listening Standards are Keys to Learning math, science, social science AND literacy!**

**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.**

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

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***RESOURCE LINKS***

[**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)

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

**Scholastic Teachables**

[https://teachables.scholastic.com/teachables/guesthomepage.html](file:///Users/barbararadner/Dropbox (CUE)/__third quarter 1-27/https:/teachables.scholastic.com/teachables/guesthomepage.html)

**(first month is free!)**

**MATH PROGRESS PRIORITIES CALENDAR**

Polk Bros. Foundation Center for Urban Education

*List math content to* ***revisit*** *each week while you continue to develop new math competence.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”—What to Revisit |
| 4  February |  |  |
| 11 February |  |  |
| 18  February |  |  |
| 25 February |  |  |
| 4 March |  |  |
| 11 March |  |  |
| 18 March |  |  |
| 25 March |  |  |
| 1 April |  |  |

**During spring break, students should take home:**

* List of links to online math activities.
* Math games they make and take home to play.
* Activity pages you provide to parents in a parent “pickup” session before spring vacation.

**First Grade: THIRD QUARTER Learning Priorities Weeks 21-22**

|  | **Week of February 4** | **Week of February 11** |
| --- | --- | --- |
| **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.1.1. 3  *Locate information—key details*  *CCSSRL1.5—how the writer of a story communicates*  *Vary the genres students read*  *—fairy tale, fable, realistic story*  [**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | * Listen to/read a story. Tell how the writer and illustrator help you understand:  |  |  | | --- | --- | | Part of the Story | What Words or Pictures tell you | | People |  | | The Place |  |  * Recommended: Dramatize a part of the story. * CONTINUE to analyze how the writer and illustrator communicate as you continue to read comprehensively. | * Listen to/read a story. Tell how the writer and illustrator help you understand:  |  |  | | --- | --- | | Part of the Story | What Words or Pictures tell you | | People |  | | The Place |  |  * Recommended: Dramatize a part of the story. * CONTINUE to analyze how the writer and illustrator communicate as you continue to read comprehensively. |
| **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.***   * *Explain with examples how the writer tells information to help you understand ideas about the topic.* | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***   * *Explain with examples how the writer tells information to help you understand ideas about the topic.* |
| **Phonics/Sight Words**  In addition to scheduled sight words include phrases **Fry Phrases.**  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including Fry activities | *Sight Words*  Use them to write sentences.  PHONICS: | *Sight Words*  Use them to write sentences.  PHONICS: |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *CCSSW2 explanatory*  write journal (ongoing) | * Write sentences about what you learned from this week’s nonfiction reading. * Correct for capital letter and period. | * Write sentences about what you learned from this week’s nonfiction reading. * Correct for capital letter and period. |

**First Grade: THIRD QUARTER Learning Priorities Weeks 23-24**

|  | **Week of February 18** | **Week of February 25** |
| --- | --- | --- |
| **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)  CCSSRL1.1  *Locate information—key details*  *CCSSRL1.2 2 message, theme*  *CCSSRL1.5—how the writer of a story communicates*  *Vary the genres students read*  *—fairy tale, fable, realistic story*  [**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | **Retell then Summarize a story**   * **What happens? Who are the characters?**     **Then Infer** **the main idea/author’s message**   * What theme or message does the writer want me to understand? * What pictures, sentences, and events help me understand that idea? * What do I like about the story (opinion) | **Retell then Summarize a story**   * **What happens? Who are the characters?**     **Then Infer** **the main idea/author’s message**   * What theme or message does the writer want me to understand? * What pictures, sentences, and events help me understand that idea? * What do I like about the story (opinion) |
| **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.***   * Summarize what you learned.   What is the big idea you learned? What information supports it?   * Make picture glossary | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***     * Summarize what you learned. * Summarize what you learned.   What is the big idea you learned? What information supports it?   * Make picture glossary |
| **Phonics/Sight Words/Grammar**  In addition to scheduled sight words include phrases **Fry Phrases.**  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including Fry activities | *Sight Words*  *Use sight words and Pronouns (from sight word list) to write sentences.*  *PHONICS:* | *Sight Words*  *Use sight words and Pronouns (from sight word list) to write sentences.*  *PHONICS:* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *CCSSW1.2 explanatory*  *Write journal—ongoing, may relate to opinions* | * Write summary sentence (the idea I learned about \_\_ is….) * Write a question about this week’s topic. Use a question mark correctly. | * Write summary sentence (the idea I learned about \_\_ is….) * Write a question about this week’s topic. Use a question mark correctly. |

**First Grade: THIRD QUARTER Learning Priorities Weeks 25-26**

|  | **Week of March 4** | **Week of March 11** |
| --- | --- | --- |
| **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.1.1  Analyze, then infer; answer with evidence  CCSSR1.2—identify central message, theme  CCSSRL1.3 identify characters, events  CCSSR5—writer’s techniques  [**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | **Retell then Summarize a story**   * What happens? Who are the characters? What are their traits? How do their actions show the traits?     **Then Infer** **the author’s message**   * What message or theme does the writer want me to understand? * What pictures, sentences, and events help me understand that message? * What do I like about the story (opinion) | **Retell then Summarize a story**   * What happens? Who are the characters? What are their traits? How do their actions show the traits?     **Then Infer** **the author’s message**   * What message or theme does the writer want me to understand? * What pictures, sentences, and events help me understand that message? * What do I like about the story (opinion) |
| **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) | * Tell what the **main idea** is of a **nonfiction picture.** * **Tell how the picture helps you understand the topic.** * **Tell what are important ideas about the topic you learn from the text**. * Tell how the writer uses **techniques** to help you understand it—such as using pictures, using headings, using captions. | * Tell what the **main idea** is of a **nonfiction picture.** * **Tell how the picture helps you understand the topic.** * **Tell what are important ideas about the topic you learn from the text**. * Tell how the writer uses **techniques** to help you understand it—such as using pictures, using headings, using captions. |
| **Phonics/Sight Words/Grammar**  In addition to scheduled sight words include phrases **Fry Phrases.**  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including Fry activities | *Sight Words*  *Use sight words and Pronouns (from sight word list) to write sentences.*  *Add prefix to word—re*  *PHONICS:* | *Sight Words*  *Use sight words and Pronouns (from sight word list) to write sentences.*  *Add prefix to word--re*  *PHONICS:* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW1.1 explanatory  CCSSW1 opinion | * Write sentences (statements and questions) about what you learned by reading nonfiction--with period, question mark, pronoun * Write opinions in journal | * Write sentences (statements and questions) about what you learned by reading nonfiction--with period, question mark, pronoun * Write opinions in journal |

**First Grade: THIRD QUARTER Learning Priorities Weeks 27-28**

|  | **Week of March 18** | **Week of March 25** |
| --- | --- | --- |
| **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.1.1  Analyze, then infer; answer with evidence  CCSSR1.2—message/theme  CCSSRL1.3 characters, events  CCSSR5—writer’s techniques  [**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | **Summarize a story**   * What happens? Who are the characters? What are their traits? How do their actions show the traits?     **Then Infer** **the author’s message**   * What message/theme does the writer want me to understand? * What pictures, sentences, and events help me understand that message? * Write questions about the story and exchange. | **Summarize a story**   * What happens? Who are the characters? What are their traits? How do their actions show the traits?     **Then Infer** **the author’s message**   * What message/theme does the writer want me to understand? * What pictures, sentences, and events help me understand that message? * Write questions about the story and exchange. |
| **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 visuals  (1.3 and 1.7) | * *Answer questions with* ***evidence****—*   *cause effect in social studies; Important ideas and supporting examples in science*   * *Identify the main ideas you learned about a topic. Give one example that supports each idea.* | * *Answer questions with* ***evidence****—*   *cause effect in* ***social studies****; Important ideas and supporting examples in* ***science***   * *Identify the main ideas you learned about a topic. Give one example that supports each idea.* |
| **Phonics/Sight Words/Grammar**  In addition to scheduled sight words include phrases **Fry Phrases.**  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including Fry activities | *Sight Words*  *Use sight words and Pronouns (from sight word list) to write sentences.*  *Add prefix to word--un*  *PHONICS:* | *Sight Words*  *Use sight words and Pronouns (from sight word list) to write sentences.*  *Add prefix to word--re*  *PHONICS:* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *CCSSW1.1 opinion*  CCSSW1.3 narrative | * Write or draw parts of a story or event (narrative) using **PAST TENSE** * Write opinion in journal. | * Write or draw parts of a story or an event (narrative) using **PAST TENSE** * Write opinion in journal. |

**First Grade: THIRD QUARTER Learning Priorities Week 29**

|  | **Week of April 1. COMPREHENSIVE ASSESSMENT** |
| --- | --- |
| **Literature Genre** | **\_\_fairy tale \_\_folk tale**  **\_\_realistic fiction \_\_fable**  **\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| [**Reading Literature**](http://teacher.depaul.edu/html/Guide_Assess_Fiction.html)  CCSSRL.1.2  Summarize, identify theme/message  [**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | **EXPLAIN and DEMONSTRATE HOW TO USE SKILLS TO READ A STORY.**   * How do you identify and sequence events? * How do you learn about the characters? * How do you figure out their traits from their actions? * How do you infer the author’s message? |
| **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**  CCSSRI1.2 identify idea and support with information from text and visual (1.3 and 1.7) | * How do you learn when you read nonfiction? * Make a booklet or poster about a science or social studies topic you have learned this quarter. * Recommended Special Project: Dramatize an important event in history! |
| **Phonics/Sight Words/Grammar**  In addition to scheduled sight words include phrases **Fry Phrases.**  **Link to Vocabulary Resources**  [**Vocabulary**](http://teacher.depaul.edu/html/vocabulary.html) including Fry activities | * Make my own phonics booklet with examples of the phonics I learned this quarter. * Use the Sight Words you know to write phrases and sentences. * What pronouns do you know? Use them in sentences to show you know them. |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  opinion | * How do you write to explain your opinion?   Explain how to do that and give examples.  Give examples of   * Correctly use periods and capitals. * Correctly use question marks. * Write sentences with pronouns. * Use past tense in a sentence. |