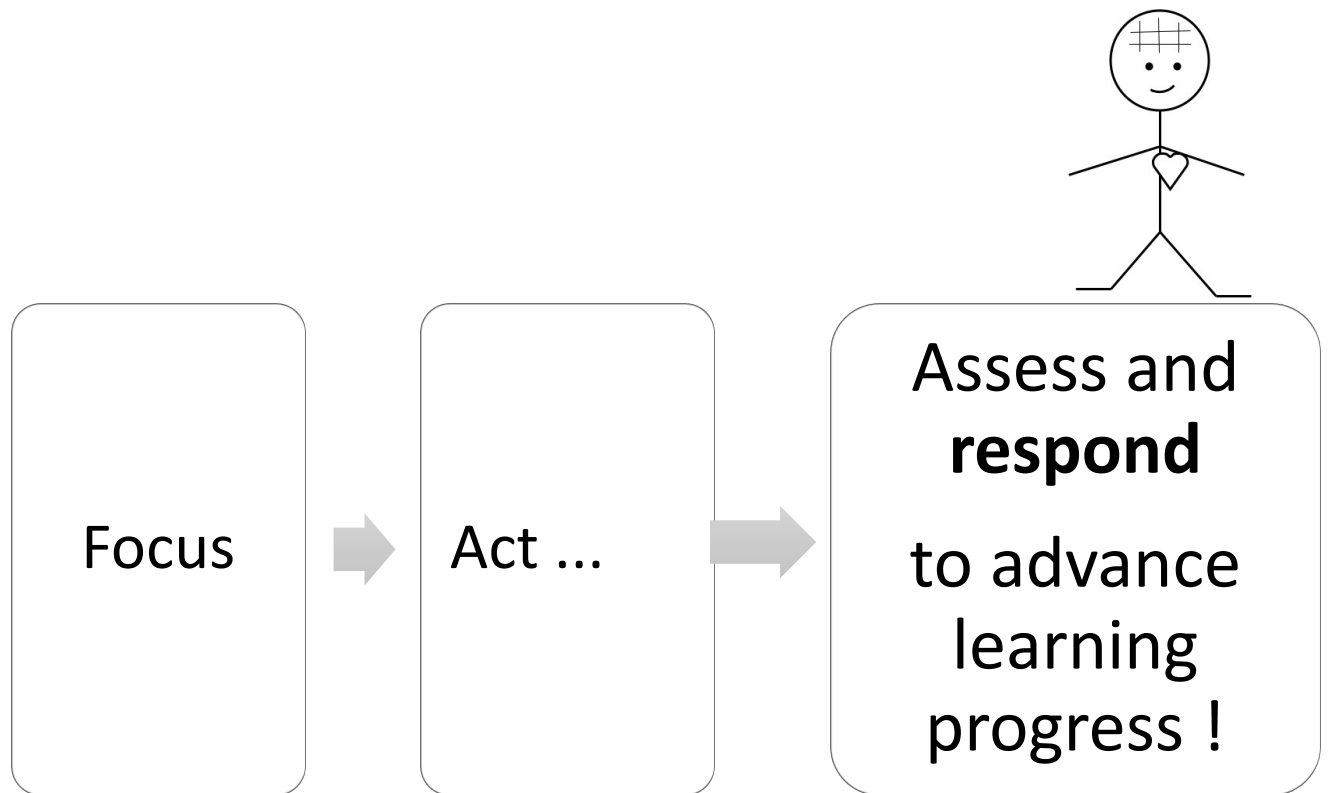


1st Grade

FIRST QUARTER LEARNING PRIORITIES

FIRST QUARTER CORE COMPETENCY DEVELOPMENT



For resources to support first quarter progress, go to
<http://teacher.depaul.edu>.

Polk Bros. Foundation Center for Urban Education
at DePaul University

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.

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 of appropriate complexity for grade 1.	With prompting and support, read informational texts appropriately complex for grade 1.
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Integrate the Conventions in Writing and Speaking

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

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

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).

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.

**The Speaking and Listening Standards are Keys to Learning–
Check the standards you will emphasize in “collaborative
conversations” during 1st quarter.**

Comprehension and Collaboration

- 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 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 Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
 - ___ SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- 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 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 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 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>

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First Grade: First Quarter, Weeks 1-2 Learning Priorities

Use **LITERACY TERMS** in instruction and discussions.

	Week of September 3	Week of September 10
Literature Genre	__fairy tale __folk tale __realistic fiction __fable _____	__fairy tale __folk tale __realistic fiction __fable _____
Reading Literature CCSSRL.1.1— Answer questions with information from text CCSSRL1.3— describe characters, events in a story. literacy terms: story; information; character; trait; writer, illustrator	<input type="checkbox"/> Take reading interest survey-- “What’s your favorite story?” “What kinds of books do you like?” <input type="checkbox"/> Identify parts of a book, role of writer, illustrator. <input type="checkbox"/> Listen for information (ongoing) <input type="checkbox"/> Answer literal questions about persons and actions in a story. <input type="checkbox"/> Identify/infer character traits based on actions. Relate to classroom traits (rules). (See next page.) Integrate Writing: Write words that tell about your favorite book.	<input type="checkbox"/> Retell/ Identify/describe: where and who for story or event. <input type="checkbox"/> Guided by teacher, infer why/reasons for actions. <input type="checkbox"/> Also relate to traits—what does the action show about the character? <input type="checkbox"/> Refer to parts of the book to tell where the information is that is used to answer questions. Integrate Writing: Write /draw about a character you like.
Nonfiction Sources	_ picture books _big books _topic/trade books __videos _museum exhibit	_ picture books _big books _topic/trade books __videos _museum exhibit
Science CCSSRI.1.1 Locate information literacy terms: information; question; picture book	<input type="checkbox"/> Survey: What do you like about science? <input type="checkbox"/> Locate information in pictures or book in response to questions. <input type="checkbox"/> Start picture glossary—words of science.	<input type="checkbox"/> Survey/clarify: how do people learn science? <input type="checkbox"/> Locate information in response to questions about object, picture, book <input type="checkbox"/> Continue picture glossary.
Social Science CCSSRI.1.1 Locate information LITERACY TERMS: INFORMATION; QUESTION; PICTURE BOOK	<i>Assess, then develop:</i> <input type="checkbox"/> What is a community? <input type="checkbox"/> What rules help our classroom community? Integrate writing: Write about our classroom community.	<input type="checkbox"/> What happens in our school? (Recommended—visit different parts of the school each day.) <input type="checkbox"/> What jobs do people do? <input type="checkbox"/> Locate information in book, picture Integrate Writing: Write about our school.
Writing Conventions Write/Speak in sentences (ongoing)	<input type="checkbox"/> Identify basic rules for sentence. <input type="checkbox"/> Post good examples that come from books.	<input type="checkbox"/> Use periods. <input type="checkbox"/> Write example of good sentence.
Word Patterns and Grammar In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words.	Assess knowledge of alphabet. Assess knowledge of phonics. Sight Words: Assess current knowledge. Begin sight word activities, including sentence building.	PHONICS FOCUS: Recommended: Start phonics book—students make booklet with letter and pictures—more than one picture per letter. Sight Words:

**SEL Connects: literature, history, science, math—
learning—life—SEL is everywhere!**

Example--You can set up a display—students choose, then illustrate traits.

**What character traits are most important to our
classroom community? Here are three. Add yours!**

careful	helpful	cooperative

Personalize learning from the beginning: Make a Literacy Survey to Learn What Your Students Like.

You can complete this survey in a few different ways. Students can write their answers and then cut out the rectangles and make a bar graph. Students can interview each other. Students can fill in the boxes and give you the page to keep now and then take the same survey in a few months to see how their ideas change. PreK-1st grade students can give their responses orally or draw pictures.

1. What is your favorite kind of book to read?	2. What is your favorite story?
3. What is your favorite TV show?	4. What do you like about that TV show?
5. What do you like to write?	6. What do you want to learn more about? animals, countries, famous people, music, sports, or another topic?

First Grade: First Quarter, Weeks 3-4 Learning Priorities

	Week of September 17	Week of September 24												
Literature Genre	__fairy tale __folk tale __realistic fiction __fable _____	__fairy tale __folk tale __realistic fiction __fable _____												
<p>Reading Literature CCSSRL.1.2—retell story, then infer (1.1)</p> <p>literacy terms: sequence; event; before; after; predict</p>	<p><input type="checkbox"/> Read/listen to</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify information about place, person, action <input checked="" type="checkbox"/> Sequence events (before/after) <p><input type="checkbox"/> Follow words on page (ongoing)</p> <p>INTEGRATE WRITING: JOURNAL</p>	<p><input type="checkbox"/> Identify character, actions</p> <p><input type="checkbox"/> Retell part of a story.</p> <p><input type="checkbox"/> Predict what will happen next.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Explain why you make that prediction. <p>INTEGRATED WRITING: JOURNAL</p>												
Nonfiction Sources	_ picture books _big books _topic/trade books __videos __museum exhibit __picture dictionary	_ picture books _big books _topic/trade books __videos __museum exhibit __picture dictionary												
<p>Science or Social Science CCSSRI.1.1 answer questions based on text CCSSR1.4 develop academic vocabulary</p> <p>literacy terms: picture; parts of a book; cover; table of contents; glossary; list</p>	<p><input type="checkbox"/> Use parts of a book to Locate information (literal) in response to questions.</p> <p><input type="checkbox"/> Make picture glossary--this can be a display and a continuing activity.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Word</th> <th style="width: 50%;">Picture</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table> <p>INTEGRATE WRITING: SCIENCE OR SOCIAL STUDIES JOURNAL</p>	Word	Picture					<p><input type="checkbox"/> Use parts of a book to locate, then List information.</p> <p><input type="checkbox"/> Make picture glossary—students also can turn this into a matching task if the words and pictures are cut apart.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%;">Word</th> <th style="width: 50%;">Picture</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </tbody> </table> <p>INTEGRATED WRITING: SCIENCE OR SOCIAL STUDIES JOURNAL</p>	Word	Picture				
Word	Picture													
Word	Picture													
<p>Writing Conventions SPEAK AND WRITE IN COMPLETE SENTENCES.</p>	<p><input type="checkbox"/> Write or sequence or complete sentences with period and capitalization.</p> <p><input type="checkbox"/> Draw picture to show what a sentence says.</p>	<p><input type="checkbox"/> Write or sequence or complete sentences with period and capitalization.</p> <p><input type="checkbox"/> Draw picture to show what a sentence says.</p>												
<p>Word Patterns In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words.</p>	<p>PHONICS FOCUS:</p> <p>Sight Words:</p>	<p>PHONICS FOCUS:</p> <p>Sight Words:</p>												

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First Grade: First Quarter, Weeks 5-6 Learning Priorities

	Week of October 1	Week of October 8						
Literature Genre	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____	___ fairy tale ___ folk tale ___ realistic fiction ___ fable _____						
<u>Reading Literature</u> CCSSRL.1.1 --answer questions with evidence; 1.2—identify details of story literacy terms: story: place; character; action; sequence; opinion	<input type="checkbox"/> Identify character, describe place, recall actions. <input type="checkbox"/> Read/listen to identify sequence <input type="checkbox"/> Tell opinion of story. INTEGRATE WRITING: Construct or sequence or complete sentences to tell a story or event with details . (Use the reading of the week as a mentor text—point out how the writer uses details to tell the story.) Continue JOURNAL.	Mid-Quarter Assessment: Continue to develop story interpretation— increasing use of details from story . <input type="checkbox"/> Identify character, describe place, recall actions. <input type="checkbox"/> Read/listen to identify sequence <input type="checkbox"/> Tell opinion of story. <i>INTEGRATE WRITING: Connect writing to literature: Construct or sequence or complete sentences to tell a story or event with details. (Use the reading of the week as a mentor text—point out how the writer uses details to tell the story.)</i> Continue JOURNAL.						
Nonfiction Sources	___ picture books ___ big books ___ topic/trade books ___ videos ___ museum exhibit ___ picture dictionary	___ picture books ___ big books ___ topic/trade books ___ videos ___ museum exhibit ___ picture dictionary						
<u>Science or Social Science</u> CCSSRI.1.2 Locate information <i>literacy terms: skill; illustration; list; fact; important information</i>	<input type="checkbox"/> Locate information in illustrations and books—may be presented in a video or read aloud by teacher. <input type="checkbox"/> Guided by teacher, make a list of facts. EXAMPLE: Topic: _____ Important Information <i>Students can dictate information and/or picture it.</i> INTEGRATE WRITING: GROUP OR INDIVIDUAL SENTENCES ABOUT TOPIC.	MID QUARTER ASSESSMENT <input type="checkbox"/> Locate and classify information (recommended: chart) Topic: _____ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><i>Facts about</i> _____</td> <td style="width: 50%; text-align: center;"><i>Facts about</i> _____</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table> INTEGRATE WRITING: GROUP OR INDIVIDUAL SENTENCES ABOUT TOPIC.	<i>Facts about</i> _____	<i>Facts about</i> _____				
<i>Facts about</i> _____	<i>Facts about</i> _____							
<u>Writing</u> <i>Conventions</i> SPEAK and WRITE IN COMPLETE SENTENCES.	<input type="checkbox"/> Write examples of good sentences with correct capitalization and punctuation. Improve sentences that need capitals or periods.	MID QUARTER ASSESSMENT Correct sentences that need capitalization or periods.						
Word Patterns In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words.	PHONICS FOCUS: Sight Words:	PHONICS FOCUS: Sight Words:						

First Grade: First Quarter, Weeks 7-8 Learning Priorities

	Week of October 15	Week of October 22												
Literature Genre	__ fairy tale __ folk tale __ realistic fiction __ fable _____	__ fairy tale __ folk tale __ realistic fiction __ fable _____												
Reading Literature CCSSRL.1.2 Summarize, identify theme/message literacy terms: theme; supporting information; story parts	INFER THEME, Identify supporting information <input type="checkbox"/> Retell story read independently (setting, plot, character) <input type="checkbox"/> Identify (with guidance) the theme and support your conclusion: how the parts help you understand it. INTEGRATE WRITING: Construct or complete sentences to tell the important parts of a story with details and sequence words . CONTINUE READER'S JOURNAL.	INFER THEME, Identify supporting information <input type="checkbox"/> Retell story read independently (setting, plot, character) <input type="checkbox"/> Identify (with guidance) the theme and support your conclusion: how the parts help you understand it. INTEGRATE WRITING: Construct or complete sentences to tell the important parts of a story with details and sequence words . CONTINUE READER'S JOURNAL.												
Nonfiction Sources	__ picture books __ big books __ topic/trade books __ videos __ museum exhibit	__ picture books __ big books __ topic/trade books __ videos __ museum exhibit												
Science or Social Science CCSSRI.1.2 Locate information, then summarize literacy terms: summarize; fact; main idea	<input type="checkbox"/> <i>USE PARTS OF A BOOK to locate, List important information. Students can illustrate the facts.</i> <table border="1" style="width: 100%;"> <thead> <tr> <th>Fact</th> <th>Picture</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <input type="checkbox"/> <i>Summarize what you learned. (The fact chart can scaffold this.)</i> <input type="checkbox"/> <i>Then (guided by teacher) identify main idea we learned based on summary. This can be a week-long activity with the main idea an end-of week focus.</i> INTEGRATE WRITING: WRITE SENTENCES IN A LEARNING JOURNAL.	Fact	Picture					<input type="checkbox"/> <i>Use parts of a book to locate, List important information. Students can illustrate the facts.</i> <input type="checkbox"/> <table border="1" style="width: 100%;"> <thead> <tr> <th>Fact</th> <th>Picture</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <input type="checkbox"/> <i>Summarize what you learned. (The fact chart can scaffold this.)</i> <input type="checkbox"/> <i>Then identify main idea we learned based on summary (guided by teacher). This can be a week-long activity with the main idea an end-of week focus.</i> INTEGRATED WRITING: WRITE SENTENCES IN A LEARNING JOURNAL.	Fact	Picture				
Fact	Picture													
Fact	Picture													
Writing Conventions SPEAK and WRITE IN COMPLETE SENTENCES.	<input type="checkbox"/> Write sentence with question mark. Then write sentence with period that answers the question.	<input type="checkbox"/> Write sentence with question mark. Then write sentence with period that answers the question.												
Word Patterns In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words.	PHONICS FOCUS: Sight Words:	PHONICS FOCUS: Sight Words:												

First Grade: First Quarter, Week 9 Learning Priorities

	Week of October 29 Comprehensive Assessment
Literature Genre	__ fairy tale __ folk tale __ realistic fiction __ fable _____ _____
Reading Literature CCSSRL.1.2 Summarize, identify theme/message LITERACY TERMS: SUMMARY; THEME	Comprehensive assessment <input type="checkbox"/> How do you read a story? Tell what you look for and think about. <input type="checkbox"/> Explain how you figure out what a story's lesson is.
Nonfiction Sources	_ picture books _ big books _ topic/trade books __ videos _ museum exhibit
Science Or Social Science CCSSRI.1.2 summarize LITERACY TERMS: SUMMARIZE; FACT; MAIN IDEA	Comprehensive Assessment: <input type="checkbox"/> <i>How do you use the parts of a nonfiction book?</i> <input type="checkbox"/> <i>How do you know if something is a fact?</i> <input type="checkbox"/> <i>How do you know if it is important information?</i> <input type="checkbox"/> <i>What ideas have we learned?</i> <input type="checkbox"/> <i>What have we learned about how to learn when we read about science or social science topics?</i>
Writing Conventions	Comprehensive Assessment: Write descriptive and question sentences with correct punctuation and capitalization.
Word Patterns In addition to sight words include the Fry Phrases; students should write phrases and sentences with sight words and other words.	PHONICS FOCUS: Sight Words: Use sight words in sentences.