**1st Grade**

THIRD QUARTER MATH AND READING PROGRESS PRIORITIES

**SET MATH PROGRESS PRIORITIES**

*List math content to* ***revisit*** *each week while you develop new math competencies*

*and students apply the* ***Math Practice Standards****.*

**Third Quarter**

|  |  |  |
| --- | --- | --- |
| Week of | New Math | Math “Mix”— revisit and practice to keep math current |
| February 6th |  |  |
| February  13th |  |  |
| February  20th |  |  |
| February 27th |  |  |
| March 6th |  |  |
| March 13th |  |  |
| March 20th |  |  |
| March 27th |  |  |
| April 3rd |  |  |

**The next page is a resource for any week, at school and at home.For more Resources, go to** [**http://teacher.depaul.edu**](http://teacher.depaul.edu)

**MAKE A MATH SMART PACK – Practice with Numbers**

Put symbols, words, and numbers into rectangles on a page.

Then cut them out, put them into a baggie or envelope,

and use them as flash-cards or to play matching games at school—and at home!

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**First Grade Literacy Standards Emphasized**

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| **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.

**Writing:**

*Balance narrative writing based on mentor texts and explanatory writing in science and social science and opinions with examples about books.*

**Relevant Resources: http://teacher.depaul.edu**

**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.**

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

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

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

|  | **Week of February 6** | **Week of February 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.1.1. 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 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 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)  *CCSSW1 Opinion*  write journal (ongoing) | * Write sentences about what you like about this week’s reading—explain why. | * Write sentence with period.   Tell what you like about this week’s science. Explain why you like it. |

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

|  | **Week of February 20** | **Week of February 27** |
| --- | --- | --- |
| **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  *Locate information—key details*  *2 message, theme, idea*  *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 idea 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 idea 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. * **Make picture glossary** | ***Integrate NONFICTION reading and visual resources to explore a topic with a Focus Question.***     * **Summarize** what you learned. * **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*  *PHONICS:* | *Sight Words*  *PHONICS:* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *CCSSW1.1 opinion*  *Write journal—ongoing, may relate to opinions* | * Write opinion sentence(s) | * Write opinion sentence(s) |

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

|  | **Week of March 6** | **Week of March 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.1.1  Analyze, then infer; answer with evidence  2—message, theme, idea  CCSSRL1.3 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?**     **Then Infer** **the author’s message**   * What idea 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 author’s message**   * What idea 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) | * 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 questions. | * 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 questions. |
| **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*   * *PHONICS:* | *Sight Words*  *PHONICS:* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  CCSSW1.1 opinion | * Write sentences with period, question mark, pronoun * Write opinions in journal | * Write sentences with period, question mark, pronoun * Write opinions in journal |

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

|  | **Week of March 20** | **Week of March 27** |
| --- | --- | --- |
| **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  2—message/theme/idea  CCSSRL1.3 characters, events  CCSSR5—writer’s techniques  [**Primary Reading** Resources](http://teacher.depaul.edu/PrimaryReadingResources.html) | **Retell then Summarize a story**   * **What happens? Why? (cause-effect)** * **Who are the characters?**     **Then Infer** **the author’s message**   * What idea 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? Why? (cause-effect)** * **Who are the characters?**     **Then Infer** **the author’s message**   * What idea 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) | * *Answer questions with* ***evidence****—cause effect in social studies; patterns in science* * *Identify the main ideas you learned about a topic.* | * *Answer questions with* ***evidence****—cause effect in social studies; patterns in science* * *Identify the main ideas you learned about a topic.* |
| **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*  *PHONICS:* | *Sight Words*  *PHONICS:* |
| [**Writing**](http://teacher.depaul.edu/html/Writing1.htm)  *CCSSW1.1 opinion*  CCSSW3 narrative | * Write or draw parts of a story (narrative) * Write opinion in journal. | * Write or draw parts of a story (narrative) * Write opinion in journal |

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

|  | **Week of April 3** |
| --- | --- |
| **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 YOU READ A STORY** * **HOW DO YOU IDENTIFY AND SEQUENCE WHAT HAPPENS?** * **HOW DO YOU LEARN ABOUT THE CHARACTERS?** * **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 science? * How do you learn social studies? 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 | **Explain how you: (insert relevant phonics)**  **Use the Sight Words you know to write phrases and sentences.** |
| [**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. |