



Grade 1

Common Core Adoption Process

(Unpacked Standards)



Grade 1

Reading: Literature

Common Core Adoption Process

RL.1.1
 Ask and answer questions about key details in a text.

What do students need to be able to <u>DO</u> ?		Question Stems					
Lower Levels (1 & 2)	Higher Level (3 & 4)						
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize						
<ul style="list-style-type: none"> Students use details in text to answer and ask questions. Students answer 5 W questions (who, what, when, where, why). Students give details about the text. 	<ul style="list-style-type: none"> Students apply knowledge of the text to answer questions. Students are able to evaluate their own understanding in order to ask questions. Students are able to evaluate the text and choose key details. 	<ul style="list-style-type: none"> Respond to 5 W questions (who, what, when, where, why). What questions do you still have after reading the text? Hmm... What do you think about ___? What are the main details of this story? Is there a graphic organizer that could help you? 					
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 20%;">Ask Information</td> <td style="text-align: center; width: 20%;">Answer Main Details</td> <td style="text-align: center; width: 20%;">Key Details Text</td> <td style="text-align: center; width: 20%;">Questions 5 Ws</td> <td style="text-align: center; width: 20%;">Graphic Organizer</td> </tr> </table>			Ask Information	Answer Main Details	Key Details Text	Questions 5 Ws	Graphic Organizer
Ask Information	Answer Main Details	Key Details Text	Questions 5 Ws	Graphic Organizer			

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RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students retell a story using key details and events in sequential order. Students use time order words to retell. Students demonstrate their understanding of the message or lesson in a story (orally or written). Students will identify and verbalize the problem and solution in the story. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply knowledge of the text to describe the lesson or message. 	<ul style="list-style-type: none"> Retell what happened in the story. What is this story mainly about? What problems did the characters have? How did the characters solve their problem? What is the lesson, moral, or message in this story? 										
<p>Vocabulary:</p> <table> <tr> <td>Retell</td> <td>Details</td> <td>Main Event</td> <td>Story</td> <td>Resolution/Ending</td> </tr> <tr> <td>Solution</td> <td>Sequence</td> <td>Solution</td> <td>Lesson/Moral</td> <td></td> </tr> </table>			Retell	Details	Main Event	Story	Resolution/Ending	Solution	Sequence	Solution	Lesson/Moral	
Retell	Details	Main Event	Story	Resolution/Ending								
Solution	Sequence	Solution	Lesson/Moral									

Common Core Adoption Process

RL.1.3

Describe characters, settings, and major events in a story, using key details

What do students need to be able to <u>DO</u> ?		Question Stems																		
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students describe and identify story elements, including characters, setting, and events, using key details. Students identify major story events using key details in the order in which the events happened. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students are able to complete a graphic organizer for a story. 	<ul style="list-style-type: none"> Who are the characters in the story? How would you describe the character? What is the setting of the story? What is the problem or plot in the story? How do the characters in the story solve their problem? What happens at the beginning, middle, and end of the story? Which graphic organizer could help you summarize the story? 																		
<p>Vocabulary:</p> <table> <tr> <td>Identify</td> <td>Characters</td> <td>Setting</td> <td>Plot</td> <td>Events</td> <td>Describe</td> </tr> <tr> <td>Sequence</td> <td>Problem</td> <td>Resolution</td> <td>Lesson</td> <td>Moral</td> <td>Solve</td> </tr> <tr> <td>Graphic Organizer</td> <td>Story Map</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Identify	Characters	Setting	Plot	Events	Describe	Sequence	Problem	Resolution	Lesson	Moral	Solve	Graphic Organizer	Story Map				
Identify	Characters	Setting	Plot	Events	Describe															
Sequence	Problem	Resolution	Lesson	Moral	Solve															
Graphic Organizer	Story Map																			

Common Core Adoption Process

RL.1.4
 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • How does this story or poem make you feel when you read it? • Does the character use their five senses in this story? What does the character see, feel, etc.? • How do we know how the character feels? • Is this a story or a poem? How do you know?
<ul style="list-style-type: none"> • Students identify (locate) words and phrases in stories or poems that suggest feelings. • Students use words that determine what characters are thinking or feeling. • Students understand the differences between words, phrases, and sentences in stories and poems. • Students identify words, phrases, and sentences. • Students identify words that indicate the use of the 5 senses. • Students identify words that communicate feelings. 		
Vocabulary:		
Story	Poems	Word
Feelings	Poetry	Phrase
		Identify Sentence
		Senses

Common Core Adoption Process

RL.1.5

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

What do students need to be able to <u>DO</u> ?		Question Stems															
Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)	Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)	<ul style="list-style-type: none"> • What is the difference between fiction and nonfiction? • What genre is this text? How do you know? • What are the story elements in this book (characters, setting, plot, problem, and solution)? 															
<ul style="list-style-type: none"> • Students will explain how fiction and nonfiction books are different. • Students will investigate a wide range of texts/genres. • Students will understand fiction versus nonfiction structures of a story. • Students will investigate and identify genres, including narrative, fiction, nonfiction, fable, fairy tale, poem, expository. 	<ul style="list-style-type: none"> • Students will apply knowledge of genres to explain differences. 																
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Explain</td> <td style="width: 20%;">Difference</td> <td style="width: 20%;">Story</td> <td style="width: 20%;">Poem</td> <td style="width: 20%;">Information</td> </tr> <tr> <td>Text</td> <td>Narrative</td> <td>Expository</td> <td>Characters</td> <td>Fiction</td> </tr> <tr> <td>Nonfiction</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Explain	Difference	Story	Poem	Information	Text	Narrative	Expository	Characters	Fiction	Nonfiction				
Explain	Difference	Story	Poem	Information													
Text	Narrative	Expository	Characters	Fiction													
Nonfiction																	

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RL.1.6
 Identify who is telling the story at various points in a text.

What do students need to be able to <u>DO</u> ?		Question Stems										
<p style="text-align: center;">Lower Levels (1 & 2)</p> <p style="text-align: center;">Know, Remember, Understand, & Comprehend</p>	<p style="text-align: center;">Higher Level (3 & 4)</p> <p style="text-align: center;">Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> Who is telling the story? Is this narrator the only person telling the story? What does a narrator do? How do we know who is talking in the story? 										
<ul style="list-style-type: none"> Students will understand the significance of a narrator. Students will understand who a narrator is and why the narrator is important. Students will understand how characters use dialogue, including the use of quotation marks. 	<ul style="list-style-type: none"> Students will evaluate the story in order to determine who is telling the story (the narrator). 											
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Narrator</td> <td style="text-align: center;">Character</td> <td style="text-align: center;">Dialogue</td> <td style="text-align: center;">Author</td> <td style="text-align: center;">Author's Voice</td> </tr> <tr> <td style="text-align: center;">Quotations</td> <td style="text-align: center;">Significance</td> <td></td> <td></td> <td></td> </tr> </table>			Narrator	Character	Dialogue	Author	Author's Voice	Quotations	Significance			
Narrator	Character	Dialogue	Author	Author's Voice								
Quotations	Significance											

Common Core Adoption Process

RL.1.9
 Compare and contrast the adventures and experiences of characters in stories.

What do students need to be able to <u>DO</u> ?		Question Stems							
<p>Lower Levels (1 & 2) Remember (knowledge) & Understand (comprehension)</p> <ul style="list-style-type: none"> Students identify characters. Students understand the characteristics of adventure stories. Students understand what an experience is. Students understand how to compare and contrast. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, & Create, (Synthesize)</p> <ul style="list-style-type: none"> Students compare and contrast adventures and experiences of characters. 	<ul style="list-style-type: none"> What is a character? What does it mean to compare and contrast? What is an adventure? What is an experience? What adventures and experiences did the characters have? How are the adventures and experiences in the story similar and different between the characters? 							
<p>Vocabulary:</p> <table border="0"> <tr> <td>Compare</td> <td>Similarities</td> <td>Contrast</td> <td>Differences</td> </tr> <tr> <td>Adventures</td> <td>Experiences</td> <td>Characters</td> <td>Characteristics</td> </tr> </table>			Compare	Similarities	Contrast	Differences	Adventures	Experiences	Characters
Compare	Similarities	Contrast	Differences						
Adventures	Experiences	Characters	Characteristics						

Common Core Adoption Process

RL.1.10

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students read prose and poetry. Students understand the elements of prose and poetry. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply learned strategies in order to read fluently and comprehend DRA Level 18 texts. 	<ul style="list-style-type: none"> What is prose and poetry? What happened in the poetry or prose? Can you make connections between this prose or poetry with other items that you have read? 															
<p>Vocabulary:</p> <table> <tr> <td>Retell</td> <td>Recall</td> <td>Compare</td> <td>Predict</td> <td>Identify</td> </tr> <tr> <td>Prose</td> <td>Poetry</td> <td>Element</td> <td>Prompting</td> <td>Appropriate</td> </tr> <tr> <td>Complexity</td> <td>DRA Level</td> <td></td> <td></td> <td></td> </tr> </table>			Retell	Recall	Compare	Predict	Identify	Prose	Poetry	Element	Prompting	Appropriate	Complexity	DRA Level			
Retell	Recall	Compare	Predict	Identify													
Prose	Poetry	Element	Prompting	Appropriate													
Complexity	DRA Level																



Grade 1

Reading: Informational Texts

Common Core Adoption Process

RI.1.1
 Ask and answer questions about key details in a text.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students use details in text to answer and ask questions. Students answer 5 W questions (who, what, when, where, why). Students give details about the text. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply knowledge of the text to answer questions. Students evaluate their own comprehension as they read in order to ask questions and clarify ideas. 	<ul style="list-style-type: none"> Respond to 5 W questions (who, what, when, where, why). Is there a graphic organizer that could help you organize the key details from this text? 															
<p>Vocabulary:</p> <table> <tr> <td>Question</td> <td>Answer</td> <td>Identify</td> <td>Ask</td> <td>Key Detail</td> </tr> <tr> <td>Text</td> <td>Events</td> <td>Learn</td> <td>5 Ws</td> <td>Graphic Organizer</td> </tr> <tr> <td>Clarify</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Question	Answer	Identify	Ask	Key Detail	Text	Events	Learn	5 Ws	Graphic Organizer	Clarify				
Question	Answer	Identify	Ask	Key Detail													
Text	Events	Learn	5 Ws	Graphic Organizer													
Clarify																	

Common Core Adoption Process

RI.1.2
 Identify the main topic and retell key details of a text.

What do students need to be able to <u>DO</u> ?		Question Stems								
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the concept of the main topic. Students retell key details of an informational text. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students evaluate the text in order to determine the main topic. 	<ul style="list-style-type: none"> What is the main topic of the text? How do you know? What are the key details of the text? How can you retell what happened in the text? 								
<p>Vocabulary:</p> <table> <tr> <td>Identify</td> <td>Main Topic</td> <td>Retell</td> <td>Key Details</td> </tr> <tr> <td>Important</td> <td>Text</td> <td>Details</td> <td>Summarize</td> </tr> </table>			Identify	Main Topic	Retell	Key Details	Important	Text	Details	Summarize
Identify	Main Topic	Retell	Key Details							
Important	Text	Details	Summarize							

Common Core Adoption Process

RI.1.3
 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • What are individuals? • What are events? • What are ideas? • What is informational text? • What are connections? • How do we make connections between two things? • What are the connections between the individuals, events, ideas, or pieces of information in the text?
<ul style="list-style-type: none"> • Students describe the connection between two individuals. • Students describe the connection between events. • Students describe the connection between ideas in text. 	<ul style="list-style-type: none"> • Students apply connections to better understand the meaning of the text. 	
<p>Vocabulary:</p> <p style="text-align: center;">Text Character Events Details Information</p> <p style="text-align: center;">Connection Individual</p>		

Common Core Adoption Process

RI.1.4
 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

What do students need to be able to <u>DO</u> ?		Question Stems											
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students identify words that are unknown or have unknown definitions. Students ask and answer questions to determine the meaning of words. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students use context clues to determine the meaning of words. 	<ul style="list-style-type: none"> How can I ask questions to determine the meaning of words? How can I use context clues to determine the meaning of words? What do you do when you don't know the meaning of a word? 											
<p>Vocabulary:</p> <table> <tr> <td>Clarify</td> <td>Determine</td> <td>Context</td> <td>Ask</td> </tr> <tr> <td>Unknown Words</td> <td>Text</td> <td>Clue</td> <td>Context</td> </tr> <tr> <td>Reread</td> <td>Decode</td> <td>Answer</td> <td>Phrases</td> </tr> </table>			Clarify	Determine	Context	Ask	Unknown Words	Text	Clue	Context	Reread	Decode	Answer
Clarify	Determine	Context	Ask										
Unknown Words	Text	Clue	Context										
Reread	Decode	Answer	Phrases										

Common Core Adoption Process

RI.1.5
 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.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> Can you identify text features (headings, table of contents, glossaries, electronic menus, icons, etc.)? Can you use text features to locate key facts in the text? Can you explain the purpose of text features? Ask specific questions that show the usage of each text feature. (Ex: Where can you find the definition for ___? Where is the heading? What does it say?) How can the text features help me locate information?
<ul style="list-style-type: none"> Students understand and use text features. Students locate key facts in an informational text. Students are able to identify text features including: headings, table of contents, glossary, electronic menus, page numbers, and icons. Students understand the purpose of headings, table of contents, glossaries, electronic menus, icons, etc. 	<ul style="list-style-type: none"> Students apply their knowledge of text features to locate key facts in an informational text. 	
Vocabulary:		
Identify	Different	Parts
Glossary	Headings	Icons
Table of Contents	Explain	Electronic Menus
	Meaning	Text Features

Common Core Adoption Process

RI.1.6
 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students distinguish between information provided by illustrations (pictures) and information in words. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students analyze how the illustrations and text information work together to convey the main idea. 	<ul style="list-style-type: none"> How do the illustrations represent the main idea? How do the words work with the pictures to teach us information about the text? Do the illustrations and information provided have to work together? Do books need an illustrator and an author?
<p>Vocabulary:</p> <p>Author Illustration Illustrator Distinguish Analyze</p> <p>Text</p>		

Common Core Adoption Process

RI.1.7
 Use the illustrations and details in a text to describe its key ideas.

What do students need to be able to <u>DO</u> ?		Question Stems								
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • How do the illustrations help us to determine the main idea? • How do the details help us to determine the main idea? • How do the illustrations and details work together in the text? • What can the illustrations teach us? • Do the illustrations and details match the words? 								
<ul style="list-style-type: none"> • Students use the illustrations and details to describe the main idea. • Students identify the main idea. • Students understand how the illustrations and words work together to convey the main idea. 	<ul style="list-style-type: none"> • Students apply their knowledge of informational text (illustrations and details) to determine the main idea. 									
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Illustration</td> <td style="text-align: center;">Describe</td> <td style="text-align: center;">Relationship</td> <td style="text-align: center;">Text</td> </tr> <tr> <td style="text-align: center;">Main Idea</td> <td style="text-align: center;">Show</td> <td style="text-align: center;">Tell</td> <td></td> </tr> </table>			Illustration	Describe	Relationship	Text	Main Idea	Show	Tell	
Illustration	Describe	Relationship	Text							
Main Idea	Show	Tell								

Common Core Adoption Process

RI.1.9
 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • What are the similarities and differences between two texts? • How can we use illustrations, descriptions, or procedures to determine similarities or differences? • What can we learn by reading both texts? Are we learning the same ideas in both?
<ul style="list-style-type: none"> • Students understand the two texts that they are investigating. • Students identify similarities and differences between two texts. • Students use illustrations, descriptions, or procedures to identify similarities and differences. • Students find similarities and differences in two texts based upon illustrations, descriptions, or procedures. 	<ul style="list-style-type: none"> • Students apply knowledge of comparing and contrasting to find similarities and differences between two texts. 	
Vocabulary:		
Explain Procedure	Similarity Text	Difference Compare
		Illustration Contrast
		Description

Common Core Adoption Process

RI.1.10
 With prompting and support, read informational texts appropriately complex for grade 1.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • How do you read informational text? • What information are we looking to get from the text? • How can my teacher support my reading? • How can my peers support my reading?
<ul style="list-style-type: none"> • Students read appropriate complex informational text. • Students read informational text with prompting and/or support from teacher or peers. 	<ul style="list-style-type: none"> • Students will apply strategies in order to read and comprehend informational texts at DRA level 18. 	
Vocabulary: Informational Text Support Prompt Complex Peers DRA Level		



Grade 1

Reading: Foundational Skills

Common Core Adoption Process

RF.1.1

Demonstrate understanding of the organization and basic features of print.

A.

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)

What do students need to be able to <u>DO</u> ?		Question Stems												
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students describe the organization of print. Students describe the features of print. Students know that sentences start with a capital letter. Students know that sentences end with punctuation. Students know that sentences are a complete idea. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> What are the basic features of print? How is print organized? What are the features of a sentence? What are ending marks/punctuation and how are they used? What is capitalization and how is it used in a sentence? How do we start a sentence? How do we end a sentence? What is the difference between capital letters and lowercase letters? What is the complete thought/idea in the sentence? 												
<p>Vocabulary:</p> <table> <tr> <td>Understand</td> <td>Organize</td> <td>Features of Print</td> <td>Sentence</td> </tr> <tr> <td>Punctuation</td> <td>End Mark</td> <td>Period</td> <td>Question Mark</td> </tr> <tr> <td>Exclamation Mark</td> <td>Beginning</td> <td>Print</td> <td>Capitalization</td> </tr> </table>			Understand	Organize	Features of Print	Sentence	Punctuation	End Mark	Period	Question Mark	Exclamation Mark	Beginning	Print	Capitalization
Understand	Organize	Features of Print	Sentence											
Punctuation	End Mark	Period	Question Mark											
Exclamation Mark	Beginning	Print	Capitalization											

Common Core Adoption Process

RF.1.2
 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
A.
 Distinguish long from short vowel sounds in spoken single-syllable words.

What do students need to be able to <u>DO</u> ?		Question Stems								
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • What are syllables? • What are sounds? • What are long vowels? • What are short vowels? • What is the difference between long and short vowel sounds? 								
<ul style="list-style-type: none"> • Students understand spoken words. • Students understand syllables. • Students understand sounds and phonemes in words. • Students know and demonstrate the difference between long and short vowel sounds in single-syllable words. 	<ul style="list-style-type: none"> • Students apply their knowledge of long and short vowel sounds in single-syllable words. 									
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Spoken Words</td> <td style="text-align: center;">Syllables</td> <td style="text-align: center;">Sounds</td> <td style="text-align: center;">Phonemes</td> </tr> <tr> <td style="text-align: center;">Short Vowels</td> <td style="text-align: center;">Distinguish</td> <td style="text-align: center;">Long Vowels</td> <td style="text-align: center;">Demonstrate</td> </tr> </table>			Spoken Words	Syllables	Sounds	Phonemes	Short Vowels	Distinguish	Long Vowels	Demonstrate
Spoken Words	Syllables	Sounds	Phonemes							
Short Vowels	Distinguish	Long Vowels	Demonstrate							

Common Core Adoption Process

RF.1.2
 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
B.
 Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • What are syllables? • What are sounds? • How do you blend sounds (phonemes)? • How do you blend consonants together?
<ul style="list-style-type: none"> • Students understand spoken words. • Students understand syllables. • Students understand sounds and phonemes in words. • Students orally give single-syllable words. • Students orally blend sounds. • Students blend consonants. 	<ul style="list-style-type: none"> • Students apply knowledge of blending sounds (phonemes) to blend consonants. 	
Vocabulary: <div style="display: flex; justify-content: space-around; text-align: center;"> <div>Spoken Words Phonemes</div> <div>Oral Short Vowels</div> <div>Blend Sounds Distinguish</div> <div>Syllables Long Vowels</div> <div>Consonants</div> </div>		

Common Core Adoption Process

RF.1.2
 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
C.
 Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2)		Higher Level (3 & 4)			
Know, Remember, Understand, & Comprehend		Apply, Analyze, Evaluate, Create, & Synthesize			
<ul style="list-style-type: none"> Students understand spoken words. Students understand syllables. Students understand sounds and phonemes in words. Students isolate initial, middle, and final sounds in single-syllable words. Students pronounce initial, middle, and final sounds in single-syllable words. 				<ul style="list-style-type: none"> What are syllables? What are sounds? How do you isolate sounds? What sound do you hear at the beginning of the word? What sound do you hear at the middle of the word? What sound do you hear at the end of the word? 	
Vocabulary:					
Spoken Words Pronounce		Syllables Initial Sounds	Sounds Medial Vowel Sounds	Phonemes Final Sounds	Isolate

Common Core Adoption Process

RF.1.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

D.

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

What do students need to be able to <u>DO</u> ?		Question Stems								
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand spoken words. Students understand syllables. Students understand sounds and phonemes in words. Students segment single-syllable words into individual sounds. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> What are syllables? What are sounds? How can you segment single-syllable words? What sounds should I hear? What sound is at the beginning of the word? What sound is at the middle of the word? What sound is at the end of the word? 								
<p>Vocabulary:</p> <table> <tr> <td>Spoken Words</td> <td>Syllables</td> <td>Sounds</td> <td>Phonemes</td> </tr> <tr> <td>Segment</td> <td>Individual</td> <td>Initial Sounds</td> <td>Final Sounds</td> </tr> </table>			Spoken Words	Syllables	Sounds	Phonemes	Segment	Individual	Initial Sounds	Final Sounds
Spoken Words	Syllables	Sounds	Phonemes							
Segment	Individual	Initial Sounds	Final Sounds							

Common Core Adoption Process

RF.1.3
 Know and apply grade-level phonics and word analysis skills in decoding words.
A.
 Know the spelling-sound correspondences for common consonant digraphs.

What do students need to be able to <u>DO</u> ?		Question Stems								
Lower Levels (1 & 2)	Higher Level (3 & 4)	<ul style="list-style-type: none"> What are consonants? How do consonants work together to make one sound? What do you do if you don't know a word? Do you know any chunks or blends in this word? What decoding skills do you know? 								
Know, Remember, Understand, & Comprehend <ul style="list-style-type: none"> Students know grade-level phonics skills. Students know word analysis skills. Students know spelling-sound for consonant digraphs. Students understand how two letters can work together to make one sound. 	Apply, Analyze, Evaluate, Create, & Synthesize <ul style="list-style-type: none"> Students apply phonics skills in decoding. Students apply word analysis skills in decoding. 									
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 25%;">Phonics</td> <td style="text-align: center; width: 25%;">Word Analysis</td> <td style="text-align: center; width: 25%;">Skills</td> <td style="text-align: center; width: 25%;">Decoding</td> </tr> <tr> <td style="text-align: center;">Consonant Digraphs</td> <td style="text-align: center;">Consonant</td> <td style="text-align: center;">Vowel</td> <td style="text-align: center;">Spelling-Sound</td> </tr> </table>			Phonics	Word Analysis	Skills	Decoding	Consonant Digraphs	Consonant	Vowel	Spelling-Sound
Phonics	Word Analysis	Skills	Decoding							
Consonant Digraphs	Consonant	Vowel	Spelling-Sound							

Common Core Adoption Process

RF.1.3
 Know and apply grade-level phonics and word analysis skills in decoding words.
B.
 Decode regularly spelled one-syllable words.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students know grade-level phonics skills. Students know word analysis skills. Students decode one-syllable words. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply phonics skills in decoding. Students apply word analysis skills in decoding. 	<ul style="list-style-type: none"> What do you do if you don't know a word? Do you know any chunks or blends in this word? What decoding skills do you know?
<p>Vocabulary:</p> <p>Phonics Word Analysis Skills Decoding</p> <p>Syllable</p>		

Common Core Adoption Process

RF.1.3
 Know and apply grade-level phonics and word analysis skills in decoding words.
C.
 Know final -e and common vowel team conventions for representing long vowel sounds.

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Students know grade-level phonics skills. • Students know word analysis skills. • Students know final -e (silent -e). • Students know vowel teams that create long vowel sounds. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • Students apply phonics skills in decoding. • Students apply word analysis skills in decoding. 	<ul style="list-style-type: none"> • What do you do if you don't know a word? • Do you know any chunks or blends in this word? • What decoding skills do you know? • What is a vowel? • What sound does a final -e make? • What is the difference between long and short vowel sounds? • How do vowels work together to make sounds? 										
<p>Vocabulary:</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Phonics</td> <td style="text-align: center;">Word Analysis</td> <td style="text-align: center;">Skills</td> <td style="text-align: center;">Decoding</td> <td style="text-align: center;">Syllable</td> </tr> <tr> <td style="text-align: center;">Final -e</td> <td style="text-align: center;">Vowel Teams</td> <td style="text-align: center;">Long Vowel</td> <td></td> <td></td> </tr> </table>			Phonics	Word Analysis	Skills	Decoding	Syllable	Final -e	Vowel Teams	Long Vowel		
Phonics	Word Analysis	Skills	Decoding	Syllable								
Final -e	Vowel Teams	Long Vowel										

Common Core Adoption Process

RF.1.3
 Know and apply grade-level phonics and word analysis skills in decoding words.

D.
 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

What do students need to be able to <u>DO</u> ?				Question Stems
Lower Levels (1 & 2)	Higher Level (3 & 4)			
Know, Remember, Understand, & Comprehend	Apply, Analyze, Evaluate, Create, & Synthesize			
<ul style="list-style-type: none"> Students know grade-level phonics skills. Students know word analysis skills. Students know that every syllable must have a vowel. Students determine how many syllables are in a word. 	<ul style="list-style-type: none"> Students apply phonics skills in decoding. Students apply word analysis skills in decoding. 			
Vocabulary:				
Phonics Vowel	Word Analysis	Skills	Decoding	Syllable

Common Core Adoption Process

RF.1.3
 Know and apply grade-level phonics and word analysis skills in decoding words.
E.
 Decode two-syllable words following basic patterns by breaking the words into syllables.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> What do you do if you don't know a word? Do you know any chunks or blends in this word? What decoding skills do you know? How can you use syllables to decode words?
<ul style="list-style-type: none"> Students know grade-level phonics skills. Students know word analysis skills. Students decode two-syllable words. Students break two-syllable words into syllables. 	<ul style="list-style-type: none"> Students apply phonics skills in decoding. Students apply word analysis skills in decoding. 	
<p>Vocabulary:</p> <div style="display: flex; justify-content: space-around; text-align: center;"> Phonics Word Analysis Skills Decoding Syllable </div>		

Common Core Adoption Process

RF.1.3
 Know and apply grade-level phonics and word analysis skills in decoding words.
F.
 Read words with inflectional endings.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students know grade-level phonics skills. Students know word analysis skills. Students read words with inflectional endings (-ing, -s, -es, -ed, etc.) 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply phonics skills in decoding. Students apply word analysis skills in decoding. 	<ul style="list-style-type: none"> What do you do if you don't know a word? Do you know any chunks or blends in this word? What decoding skills do you know? What are inflectional endings? What do inflectional endings sound like?
<p>Vocabulary:</p> <p>Phonics Word Analysis Skills Decoding Syllable</p> <p>Inflectional Endings</p>		

Common Core Adoption Process

RF.1.3
 Know and apply grade-level phonics and word analysis skills in decoding words.
G.
 Recognize and read grade-appropriate irregularly spelled words.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students know grade-level phonics skills. Students know word analysis skills. Students recognize irregularly spelled words. Students read irregularly spelled words. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply phonics skills in decoding. Students apply word analysis skills in decoding. 	<ul style="list-style-type: none"> What do you do if you don't know a word? Do you know any chunks or blends in this word? What decoding skills do you know?
<p>Vocabulary:</p> <p>Phonics Word Analysis Skills Decoding Syllable</p> <p>Irregular Words</p>		

Common Core Adoption Process

RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

A.

Read grade-level text with purpose and understanding.

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students read texts on their level accurately. Students read texts on their level fluently. Students read with purpose and understanding. Students comprehend the text that they are reading. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> Do you understand what you are reading? Are you reading fluently (without stopping)? Can you read most of the words in the text? 										
<p>Vocabulary:</p> <table> <tr> <td>Accuracy</td> <td>Fluency</td> <td>Comprehension</td> <td>Purpose</td> <td>Understanding</td> </tr> <tr> <td>Texts</td> <td>Sufficient</td> <td></td> <td></td> <td></td> </tr> </table>			Accuracy	Fluency	Comprehension	Purpose	Understanding	Texts	Sufficient			
Accuracy	Fluency	Comprehension	Purpose	Understanding								
Texts	Sufficient											

Common Core Adoption Process

RF.1.4
 Read with sufficient accuracy and fluency to support comprehension.
B.
 Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students read texts on their level accurately. Students read texts on their level fluently. Students read texts on their level with appropriate rate. Students read texts on their level with expression. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> Do you understand what you are reading? Are you reading fluently and at an appropriate rate (without stopping)? Can you read most of the words in the text? When you read, can you use voice and expression?
<p>Vocabulary:</p> <p>Accuracy Fluency Comprehension Appropriate Rate Expression Voice</p>		

Common Core Adoption Process

RF.1.4

Read with sufficient accuracy and fluency to support comprehension.

C.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students read texts on their level accurately. Students read texts on their level fluently. Students use context clues to determine unknown words. Students self-correct words. Students reread. Students use context clues to gain further understanding of the text. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students are able to self-monitor comprehension and apply graphic organizers (when needed) to aid in understanding. 	<ul style="list-style-type: none"> Do you understand what you are reading? Are you reading fluently (without stopping)? Can you read most of the words in the text? How can you use context clues to read an unknown word? Can you correct your own reading? Which graphic organizer might help you understand this story? 										
<p>Vocabulary:</p> <table> <tr> <td>Accuracy</td> <td>Fluency</td> <td>Comprehension</td> <td>Context Clues</td> <td>Self-Correct</td> </tr> <tr> <td>Understanding</td> <td>Reread</td> <td>Graphic Organizer</td> <td></td> <td></td> </tr> </table>			Accuracy	Fluency	Comprehension	Context Clues	Self-Correct	Understanding	Reread	Graphic Organizer		
Accuracy	Fluency	Comprehension	Context Clues	Self-Correct								
Understanding	Reread	Graphic Organizer										



Grade 1

Writing

Common Core Adoption Process

W1.1
 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • Can you tell what you liked the best? • Name your favorite book or story? • Why did you choose this book / story? • Write about _____ include reasons you chose this topic. • How will your writing end?
<ul style="list-style-type: none"> • Students understand the concept of having an opinion. • Students are able to state their opinion. • Students support their opinion with a reason. • Students will bring their writing to a logical end. 	<ul style="list-style-type: none"> • Students write a brief opinion piece about a book or story with reasons for the opinion. 	
Vocabulary:		
Opinion Title	Reasons Brief	Topic Logical
	Details Support	Ask & Answer
		Identify

Common Core Adoption Process

W.1.2
 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • Can you choose a topic to write about? • Decide what information you will include in your writing. • How will you organize your ideas? • Develop a topic sentence. • Where will you find your information?
<ul style="list-style-type: none"> • Students write in complete sentences • Students orally retell a familiar event using details • Students select a topic of interest to write about • Students tell what they are writing about • Students organize their ideas in a logical order 	<ul style="list-style-type: none"> • Students will apply their understanding of information by writing an informative/explanatory piece. 	
Vocabulary:		
Information	Facts	Explanation
Write	Details	Retell
Organize	Informative	Explanatory
		Topic Familiar
		Interest Closure

Common Core Adoption Process

W.1.3

Write narratives 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.

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students retell events in sequence order. Students identify major events. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students write a short narrative around a focused topic. Students bring the writing to an end in a logical fashion. 	<ul style="list-style-type: none"> Tell me about _____. What happened first, next, then? When did this happen? What is the main event? How can you organize your thoughts using sequencing? What words can you use to signal another event? When did the events happen? 										
<p>Vocabulary:</p> <table> <tr> <td>Sequence</td> <td>Event</td> <td>Time</td> <td>Order</td> <td>Temporal Words</td> </tr> <tr> <td>Narrative</td> <td>Recount</td> <td>Closure</td> <td>Topic</td> <td>Focus</td> </tr> </table>			Sequence	Event	Time	Order	Temporal Words	Narrative	Recount	Closure	Topic	Focus
Sequence	Event	Time	Order	Temporal Words								
Narrative	Recount	Closure	Topic	Focus								

Common Core Adoption Process

W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students know how to use a graphic organizer or chart to organize writing. Students recognize unrelated and related ideas when reading with a fluent reader. Students use adjectives (such as sizes, colors, & shapes) strengthen their writing. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students generate a topic on which to write. Students utilize graphic organizers in order to structure their writing in a logical order. Students create sentences with details. Students apply suggestions from classmates to their writing. 	<ul style="list-style-type: none"> Can you tell me your topic? Talk about the details you will be adding to support your topic? What happened first? Second? Last? Can you share the details of your story, in order, with a friend? What will you do to revise your writing? Which details are the most important to include in your writing? 															
<p>Vocabulary:</p> <table> <tr> <td>Focus</td> <td>Details</td> <td>Revise</td> <td>Sequence</td> <td>Unrelated</td> </tr> <tr> <td>Edit</td> <td>Improve</td> <td>Suggestions</td> <td>Adjectives</td> <td>Logical</td> </tr> <tr> <td>Graphic Organizer</td> <td>Apply</td> <td>Topic</td> <td>Utilize</td> <td>Fluent</td> </tr> </table>			Focus	Details	Revise	Sequence	Unrelated	Edit	Improve	Suggestions	Adjectives	Logical	Graphic Organizer	Apply	Topic	Utilize	Fluent
Focus	Details	Revise	Sequence	Unrelated													
Edit	Improve	Suggestions	Adjectives	Logical													
Graphic Organizer	Apply	Topic	Utilize	Fluent													

Common Core Adoption Process

W.1.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

What do students need to be able to <u>DO</u> ?		Question Stems																				
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand the function of a computer, including the use of keyboard and mouse. Students will know how to perform basic operations within publishing software such as Microsoft Office and/or Open Office. Students will know how to print. Students will know how to save their work on the computer and/or on a flash drive. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will effectively collaborate with partners in order to brainstorm ways in which they can improve their presentation. Students will evaluate the basic functionality of publishing programs such as Open Office and Microsoft Office in order to determine which program would be best for publishing their writing. Students will apply their knowledge of basic operations within publishing software such as Microsoft Office and/or Open Office in order to publish their work. 	<ul style="list-style-type: none"> How do you turn the computer on? How will you save your work? What program would you like to use to publish your writing? Where will you look for information? How can you improve the presentation? 																				
<p>Vocabulary:</p> <table> <tr> <td>Cooperate</td> <td>Computer</td> <td>Keyboard</td> <td>Collaborate</td> <td>Presentation</td> </tr> <tr> <td>Monitor/Screen</td> <td>Information</td> <td>Function</td> <td>Microsoft Office</td> <td>Open Office</td> </tr> <tr> <td>Publishing</td> <td>Software</td> <td>Flash Drive</td> <td>Brainstorm</td> <td>Collaborate</td> </tr> <tr> <td>Word Processor</td> <td>Evaluate</td> <td>Tool Bar</td> <td>Functionality</td> <td></td> </tr> </table>			Cooperate	Computer	Keyboard	Collaborate	Presentation	Monitor/Screen	Information	Function	Microsoft Office	Open Office	Publishing	Software	Flash Drive	Brainstorm	Collaborate	Word Processor	Evaluate	Tool Bar	Functionality	
Cooperate	Computer	Keyboard	Collaborate	Presentation																		
Monitor/Screen	Information	Function	Microsoft Office	Open Office																		
Publishing	Software	Flash Drive	Brainstorm	Collaborate																		
Word Processor	Evaluate	Tool Bar	Functionality																			

Common Core Adoption Process

W.1.7

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Students write simple sentences. • Students understand informational text structure. • Students locate information in a text. • Students identify sequencing in a “How To” guide. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • Students apply their knowledge of text structure in order to plan and order their “How To” text. • Students apply the information gained through research in order to write a “How To” piece. 	<ul style="list-style-type: none"> • What is a research project? • What are the steps in a research project? • How should we begin to find information on this topic? • What resources are needed? • Can you give an example of a research project format? • Does your writing make sense? • Read your writing aloud. Does it say exactly what you wanted it to say? • Can you tell me what happens first, second, third? 										
<p>Vocabulary:</p> <table border="0"> <tr> <td>Research</td> <td>Directions</td> <td>Sequence</td> <td>Instructions</td> <td>Fact</td> </tr> <tr> <td>Fiction</td> <td>“How To” Books</td> <td>Simple Sentence</td> <td>Resources</td> <td>Writing Process</td> </tr> </table>			Research	Directions	Sequence	Instructions	Fact	Fiction	“How To” Books	Simple Sentence	Resources	Writing Process
Research	Directions	Sequence	Instructions	Fact								
Fiction	“How To” Books	Simple Sentence	Resources	Writing Process								

Common Core Adoption Process

W.1.8

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

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students recall and retell key information. Students describe personal experiences. Students locate information in a text. Students know that information comes from a variety of sources. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students are able to analyze a text in order to find an answer to a specific question. 	<ul style="list-style-type: none"> Can you tell me what happened? Using who, what, when, why, and where can you give me information? Where did you find the information? Can you retell the main idea? Describe the importance of the event or person? 															
<p>Vocabulary:</p> <table> <tr> <td>Collect</td> <td>Gather</td> <td>Select</td> <td>Recall</td> <td>Information</td> </tr> <tr> <td>Retell</td> <td>Describe</td> <td>Sources</td> <td>Non-Fiction</td> <td>Expository</td> </tr> <tr> <td>Magazine</td> <td>Article</td> <td>Analyze</td> <td></td> <td></td> </tr> </table>			Collect	Gather	Select	Recall	Information	Retell	Describe	Sources	Non-Fiction	Expository	Magazine	Article	Analyze		
Collect	Gather	Select	Recall	Information													
Retell	Describe	Sources	Non-Fiction	Expository													
Magazine	Article	Analyze															



Grade 1

Speaking & Listening

Common Core Adoption Process

SL1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

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).

What do students need to be able to <u>DO</u> ?		Question Stems									
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students know there are rules to having conversations (such as not interrupting others) and follow those rules. Students know there are standards to listening to another person speak (such as looking at the speaker and responding to what they are saying) and respond accordingly. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply basic rules for speaking and listening in order to engage in respectful collaboration with others. Students ask questions to clarify meaning. 	<ul style="list-style-type: none"> Turn and talk to your partner about.... Ask your partner.... Tell your partner what you think about..... Tell your partner what you liked so far... Can you say that again? I didn't understand when you said... Hmm... What else do you need to know in order to answer that question? 									
<p>Vocabulary:</p> <table> <tr> <td>Conversation</td> <td>Partner</td> <td>Take Turns</td> <td>Collaboration</td> <td>Clarify</td> </tr> <tr> <td>Listen Carefully</td> <td>Interrupting</td> <td>Inside Voices</td> <td>Engage</td> <td>Standards</td> </tr> </table>			Conversation	Partner	Take Turns	Collaboration	Clarify	Listen Carefully	Interrupting	Inside Voices	Engage
Conversation	Partner	Take Turns	Collaboration	Clarify							
Listen Carefully	Interrupting	Inside Voices	Engage	Standards							

Common Core Adoption Process

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.

B.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand basic conversational rules (such as not interrupting others) and follow those rules. Students understand there are standards for listening to another person speak (such as looking at the speaker and responding to what they are saying) and respond accordingly. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply basic rules for speaking and listening in order to engage in respectful collaboration with others. Students ask questions to clarify meaning. Student offer meaningful responses to classmates that will continue the conversation. 	<ul style="list-style-type: none"> Turn and talk to your partner about.... Ask your partner.... Tell your partner what you think about..... Tell your partner what you liked so far... Can you restate what your partner said? 															
<p>Vocabulary:</p> <table border="0"> <tr> <td>Conversation</td> <td>Partner</td> <td>Take Turns</td> <td>Collaboration</td> <td>Clarify</td> </tr> <tr> <td>Listen Carefully</td> <td>Interrupting</td> <td>Inside Voices</td> <td>Engage</td> <td>Standards</td> </tr> <tr> <td>Responding</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Conversation	Partner	Take Turns	Collaboration	Clarify	Listen Carefully	Interrupting	Inside Voices	Engage	Standards	Responding				
Conversation	Partner	Take Turns	Collaboration	Clarify													
Listen Carefully	Interrupting	Inside Voices	Engage	Standards													
Responding																	

Common Core Adoption Process

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.

C.

Ask questions to clear up any confusion about the topics and texts under discussion.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand basic conversational rules (such as not interrupting others) and follow those rules. Students understand there are standards for listening to another person speak (such as looking at the speaker and responding to what they are saying) and respond accordingly. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply basic rules for speaking and listening in order to engage in respectful collaboration with others about a variety of topics. Students apply basic rules for speaking and listening in order to engage in respectful collaboration with others about a variety of texts. Students ask questions to clarify meaning. 	<ul style="list-style-type: none"> Can you say it again? I didn't understand... What did you mean when you said ___? What else can you tell me about that? Can you restate what your partner just told you? Spend 60 seconds sharing your ideas about the text with your partner. Then listen for 60 seconds (without interrupting) as he responds to you. 															
<p>Vocabulary:</p> <table> <tr> <td>Conversation</td> <td>Partner</td> <td>Take Turns</td> <td>Collaboration</td> <td>Clarify</td> </tr> <tr> <td>Listen Carefully</td> <td>Interrupting</td> <td>Inside Voices</td> <td>Engage</td> <td>Standards</td> </tr> <tr> <td>Responding</td> <td>Texts</td> <td>Apply</td> <td>Confusion</td> <td></td> </tr> </table>			Conversation	Partner	Take Turns	Collaboration	Clarify	Listen Carefully	Interrupting	Inside Voices	Engage	Standards	Responding	Texts	Apply	Confusion	
Conversation	Partner	Take Turns	Collaboration	Clarify													
Listen Carefully	Interrupting	Inside Voices	Engage	Standards													
Responding	Texts	Apply	Confusion														

Common Core Adoption Process

SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

What do students need to be able to <u>DO</u> ?				Question Stems	
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend		Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize			
<ul style="list-style-type: none"> Students understand that illustrations and words convey meaning. Students listen with purpose to remember what is being read. Students recognize important details. Students understand there are messages in videos, television programs, and pictures as well as text. Students know how to ask appropriate questions. Students ask questions to show understanding. 		<ul style="list-style-type: none"> Students evaluate their own understanding of a text in order to ask clarifying questions. 			
Vocabulary:					
Title	Story	Ask	Author	Retell	Understanding
Partner	Video	Text	Details	Clarification	

Common Core Adoption Process

SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand that people, places, things, and events are details in the story. Students understand a place can be a building, city, space, or location 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students can express ideas and feelings clearly. 	<ul style="list-style-type: none"> Where did the event take? Why was this location important to the story? Describe the location to your partner Can you tell why you liked or did not like the story? What did the person / place look like? Can you say more about how this made you feel? Did this give you any new ideas?
<p>Vocabulary:</p> <p>Detail Character Person Place Things Happen</p> <p>Describe</p>		

Common Core Adoption Process

SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

What do students need to be able to <u>DO</u> ?		Question Stems							
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand that drawings and visual displays clarify ideas, thoughts, and feelings. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students understand that charts, graphs or illustrations help increase understanding Students use pictures or clip art to mark posters to support what they are saying Students use pictures or a media presentation 	<ul style="list-style-type: none"> What can you use to help others understand your topic? Can you find a picture or chart to help clarify.....? What will you use to help your presentation? 							
<p>Vocabulary:</p> <table> <tr> <td>Illustration</td> <td>Clarify</td> <td>Ideas</td> <td>Express</td> </tr> <tr> <td>Description</td> <td>Thoughts</td> <td>Feelings</td> <td>Visual Displays</td> </tr> </table>			Illustration	Clarify	Ideas	Express	Description	Thoughts	Feelings
Illustration	Clarify	Ideas	Express						
Description	Thoughts	Feelings	Visual Displays						

Common Core Adoption Process

SL.1.6

Produce complete sentences when appropriate to task and situation.

What do students need to be able to <u>DO</u> ?		Question Stems					
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand complete sentences express a thought Students understand that there are times when using a complete sentence is required Students know and use different sentence types (statement, command, question, exclamation) in response to prompts and situations 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> What would you like to share today? What is your topic? Can you say that in a complete sentence? You told who, but can you tell us what they were doing? Did you remember to talk to your partner about the who and the what? 					
<p>Vocabulary:</p> <table> <tr> <td>Complete</td> <td>Sentence</td> <td>Statement</td> </tr> <tr> <td>Command</td> <td>Question</td> <td>Exclamation</td> </tr> </table>			Complete	Sentence	Statement	Command	Question
Complete	Sentence	Statement					
Command	Question	Exclamation					



Grade 1

Language

Common Core Adoption Process

L.1.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A.
 Print all upper- and lowercase letters.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Students can print all upper case letters. • Students can print all lowercase letters. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> • Can you write the letter _____?
<p>Vocabulary:</p> <p style="text-align: center;"> Uppercase Letter Lowercase Letter Capital Letter Print </p>		

Common Core Adoption Process

L.1.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
B.
 Use common, proper, and possessive nouns.

What do students need to be able to <u>DO</u> ?		Question Stems										
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize											
<ul style="list-style-type: none"> • Student understand that a noun is a person, place, or thing • Students use common, proper, and possessive nouns • Students understand a proper noun has a capital/uppercase letter • Student understands a possessive noun has an apostrophe 		<ul style="list-style-type: none"> • What is a noun? • Can you name a noun that is a person? • Can you name a noun that is a place? • Can you name a noun that is a thing? • What do you need to remember about a proper noun? • What punctuation mark do you need in a possessive noun? 										
Vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 20%;">Noun</td> <td style="width: 20%;">Person</td> <td style="width: 20%;">Place</td> <td style="width: 20%;">Thing</td> <td style="width: 20%;">Capitalization</td> </tr> <tr> <td>Possessive</td> <td>Common</td> <td>Proper</td> <td>Apostrophe</td> <td></td> </tr> </table>			Noun	Person	Place	Thing	Capitalization	Possessive	Common	Proper	Apostrophe	
Noun	Person	Place	Thing	Capitalization								
Possessive	Common	Proper	Apostrophe									

Common Core Adoption Process

L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

C.

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand subject / verb agreement. Students are able to identify verbs. Students are able to identify nouns Students understand the concept of plural nouns. Students understand the concept of singular nouns. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students are able to apply their knowledge of singular and plural nouns when writing in complete sentences. Students are able to differentiate between singular and plural nouns. Students are able to evaluate their writing in order to determine which verb to use with plural nouns and which to use with singular nouns. 	<ul style="list-style-type: none"> Does the subject match the verb? Reread that sentence, does it make sense and sound correct? 										
<p>Vocabulary:</p> <table> <tr> <td>Noun</td> <td>Subject</td> <td>Verb</td> <td>Match</td> <td>Conventions</td> </tr> <tr> <td>Plural</td> <td>Singular</td> <td>Grammar</td> <td>Sentence</td> <td></td> </tr> </table>			Noun	Subject	Verb	Match	Conventions	Plural	Singular	Grammar	Sentence	
Noun	Subject	Verb	Match	Conventions								
Plural	Singular	Grammar	Sentence									

Common Core Adoption Process

L.1.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
D.
 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand personal pronouns. Students understand possessive pronouns. Students understand indefinite pronouns. Students are able to identify pronouns. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their knowledge of pronouns when writing. 	<ul style="list-style-type: none"> What is a pronoun? Can you say/write a sentence using a pronoun? Count the times you use the person's name. Is there a pronoun you could use instead of the whole name?
<p>Vocabulary:</p> <p>Personal Pronouns Possessive Pronouns Indefinite Pronouns</p>		

Common Core Adoption Process

L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E.

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

What do students need to be able to <u>DO</u> ?		Question Stems										
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Students understand verbs are an action • Students understand the tense of a verb can change depending on the sentence • Students understand past, present, future 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> • What happened yesterday? • What will happen today? • What will happen tomorrow? • If it happened yesterday, what tense is it in? • If it is happening today, what tense is it in? • If it will happen tomorrow, what tense is it in? 										
<p>Vocabulary:</p> <table> <tr> <td>Verb</td> <td>Tense</td> <td>Past</td> <td>Present</td> <td>Future</td> </tr> <tr> <td>Yesterday</td> <td>Today</td> <td>Tomorrow</td> <td></td> <td></td> </tr> </table>			Verb	Tense	Past	Present	Future	Yesterday	Today	Tomorrow		
Verb	Tense	Past	Present	Future								
Yesterday	Today	Tomorrow										

Common Core Adoption Process

L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

F.

Use frequently occurring adjectives.

What do students need to be able to <u>DO</u> ?		Question Stems									
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand that an adjective is a word that describes a noun. Student is able to identify adjectives. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students evaluate their own writing and add adjectives in order to make it more interesting and/or add details. 	<ul style="list-style-type: none"> What word can you use to describe _____? Tell me an adjective to describe... What word can you use to describe what you see? What word can you use to describe what you feel? What word can you use to describe what you taste? What word can you use to describe what you hear? 									
<p>Vocabulary:</p> <table> <tr> <td>Adjective</td> <td>Noun</td> <td>Describe</td> <td>Senses</td> <td>Hear</td> </tr> <tr> <td>See</td> <td>Taste</td> <td>Hear</td> <td>Feel</td> <td>Evaluate</td> </tr> </table>			Adjective	Noun	Describe	Senses	Hear	See	Taste	Hear	Feel
Adjective	Noun	Describe	Senses	Hear							
See	Taste	Hear	Feel	Evaluate							

Common Core Adoption Process

L.1.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

G.
 Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

What do students need to be able to <u>DO</u> ?		Question Stems							
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand simple sentences can be combined using connecting words. Students are able to identify conjunctions. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their understanding of conjunctions in order to combine two or more phrases into one complete sentence. 	<ul style="list-style-type: none"> What word could you use to join these two sentences? Reread the sentence aloud. Did you include all the words you needed? 							
<p>Vocabulary:</p> <table border="0"> <tr> <td>Phrases</td> <td>Conjunction</td> <td>Connecting Words</td> <td>Simple Sentence</td> </tr> <tr> <td>Compound Sentence</td> <td>Combine</td> <td>Complete Sentence</td> <td>Grammar</td> </tr> </table>			Phrases	Conjunction	Connecting Words	Simple Sentence	Compound Sentence	Combine	Complete Sentence
Phrases	Conjunction	Connecting Words	Simple Sentence						
Compound Sentence	Combine	Complete Sentence	Grammar						

Common Core Adoption Process

L.1.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

H.
 Use determiners (e.g., articles, demonstratives).

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • Is this a complete sentence? • When you read what you wrote aloud, are there any missing words? • Listen to me read your writing. Do you need to add anything to make it make more sense?
<ul style="list-style-type: none"> • Students will recognize articles (ex: <i>a, the</i>) are necessary for writing and speaking in complete sentences. • Students will recognize demonstratives (ex: <i>this, that, these, those, yonder</i>) are necessary for writing and speaking in complete sentences. • Students will be able to write and speak in complete sentences. 	<ul style="list-style-type: none"> • Students will evaluate their writing in order to determine if determiners were used correctly. • Students will use determiners when speaking and writing. 	
<p>Vocabulary:</p> <p style="text-align: center;">Complete Sentence Determiners Demonstratives Article Grammar</p>		

Common Core Adoption Process

L.1.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
I.
 Use frequently occurring prepositions (e.g., *during, beyond, toward*).

What do students need to be able to <u>DO</u> ?		Question Stems								
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students will recognize frequently occurring prepositions (ex: <i>during, beyond, toward</i>) are used when writing or speaking. Students will be able to write and speak in complete sentences. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will evaluate their writing in order to determine whether or not to include prepositions. 	<ul style="list-style-type: none"> How can you make this sentence tell me more information? 								
<p>Vocabulary:</p> <table> <tr> <td>Prepositions</td> <td>Detail</td> <td>Complete Sentence</td> <td>Occur</td> </tr> <tr> <td>Frequent</td> <td>Grammar</td> <td></td> <td></td> </tr> </table>			Prepositions	Detail	Complete Sentence	Occur	Frequent	Grammar		
Prepositions	Detail	Complete Sentence	Occur							
Frequent	Grammar									

Common Core Adoption Process

L.1.1
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
J.
 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • How can you make this sentence tell me more information? • Is this a complete sentence? • How can I make this a complete sentence? • What word could you use to join these two sentences? • Does your end punctuation match what kind of sentence it is? • How does the end punctuation affect how I say read that?
<ul style="list-style-type: none"> • Students will know that a statement can be written or spoken as a complete sentence ending in a period (declarative sentence). • Students will know that questions can be written or spoken as a complete sentence (interrogative sentence) ending in a question mark. • Students will know that a command can be written or spoken as a complete sentence (imperative sentence) ending in a period. • Students will know that a “blurt” (a powerful emotion that is often blurted out) can be written or spoken as complete sentence (exclamatory sentence) ending in an exclamation point. • Students will understand that two phrases can be joined together to make a compound sentence. • Students will recognize end punctuation. 	<ul style="list-style-type: none"> • Students will apply their understanding of end punctuation in order to correctly punctuate sentences. • Students will apply their understanding of sentence structure in order to join two or more phrases together to make a compound sentence. • Students will apply their understanding of simple and compound sentences in order to write different types of complete sentences. 	
Vocabulary:		
Declarative Sentence Exclamatory Sentence Prompt End Punctuation	Interrogative Sentence Complete Sentence Expand Apply	Imperative Sentence Simple Sentence Compound Sentence End Punctuation

Common Core Adoption Process

L.1.2
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A.
 Capitalize dates and names of people

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand names of people and dates are capitalized. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply their understanding of capitalization rules when writing names and dates. 	<ul style="list-style-type: none"> What words in this sentence should be capitalized? What do we do differently when writing names that we don't do when we write other words?
<p>Vocabulary:</p> <p>Capital Date Grammar Proper Noun</p>		

Common Core Adoption Process

L.1.2
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
B.
 Use end punctuation for sentences.

What do students need to be able to <u>DO</u> ?		Question Stems								
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand that all sentences need end punctuation. Students understand different types of sentences have different types of punctuation. Students understand that the type of end punctuation a sentence has changes the way in which that sentence is read or spoken. Students are able to identify the following end punctuation: Exclamation Point, Period, & Question Mark. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students will apply their knowledge of end punctuation in order to determine how to punctuate a variety of sentences. Students will evaluate their own writing in order to determine which end punctuation to include. Students will apply their understanding of the effects of end punctuation when reading aloud. 	<ul style="list-style-type: none"> How can you make this sentence tell me more information? Is this a complete sentence? How can I make this a complete sentence? What word could you use to join these two sentences? Does your end punctuation match what kind of sentence it is? How does the end punctuation affect how I say read that? What type of end punctuation should that sentence have? Why? 								
<p>Vocabulary:</p> <table border="0"> <tr> <td>Sentence</td> <td>Question Mark</td> <td>Period</td> <td>Exclamation Point</td> </tr> <tr> <td>End Punctuation</td> <td>Complete Sentence</td> <td>Determine</td> <td></td> </tr> </table>			Sentence	Question Mark	Period	Exclamation Point	End Punctuation	Complete Sentence	Determine	
Sentence	Question Mark	Period	Exclamation Point							
End Punctuation	Complete Sentence	Determine								

Common Core Adoption Process

L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C.

Use commas in dates and to separate single words in a series.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> • Students understand commas are used to separate dates. • Students understand commas are used to separate words in a series. • Students can identify commas. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> • Students apply their understanding of commas in order to correctly punctuate dates. • Students apply their understanding of commas in order to correctly punctuate words in a series. 	<ul style="list-style-type: none"> • Where do the commas belong in the date? • Where do the commas belong in this series of words? • Do you need to use commas in this sentence? • Reread your writing. Do you notice a spot where a comma is needed? • How do commas change the way you read that sentence?
<p>Vocabulary:</p> <p>Comma Series Date Sentence Separate Punctuation Conventions Mechanics</p>		

Common Core Adoption Process

L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

What do students need to be able to <u>DO</u> ?		Question Stems
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	
<ul style="list-style-type: none"> Students understand that there are spelling patterns. Students are able to identify word wall words. Students are able to spell word wall words correctly. Students understand that letters represent sounds. Students understand when spelling irregular words they do not always follow a familiar pattern. 	<ul style="list-style-type: none"> Students apply their understanding of spelling patterns and/or word families in order to sound out and spell new words. Students apply their knowledge of word wall words by spelling those words correctly in their writing. 	<ul style="list-style-type: none"> What sounds do you hear? What sound do you hear first, second, last? What letter could represent that sound? What other words do you know that sound like this word? What other words are in this word family? What would this word be if I changed the first letter to ___? What would this word be if I changed the last letter to ___? Double check that all word wall words are spelled correctly. Does that word sound like another word that you do know how to spell?
Vocabulary:		
Word Frequently	Letter Common	Sound Word Wall
		Pattern Word Families
		Spelling Conventional Spelling
		Irregular

Common Core Adoption Process

L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

E.

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

What do students need to be able to <u>DO</u> ?		Question Stems															
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand that the letters in words have a pattern. Students understand that letters represent sounds. Students are able to identify all letters and their corresponding sounds. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students are able to apply their understanding of sounds and letters in order to spell new words phonetically. 	<ul style="list-style-type: none"> What sounds do you hear? What sound do you hear first, second, last? What letter could represent that sound? What other words do you know that sound like this word? What other words are in this word family? What would this word be if I changed the first letter to ___? What would this word be if I changed the last letter to ___? 															
<p>Vocabulary:</p> <table border="0"> <tr> <td>Word</td> <td>Letter</td> <td>Sound</td> <td>Pattern</td> <td>Phonemic Awareness</td> </tr> <tr> <td>Irregular</td> <td>Frequently</td> <td>Common</td> <td>Conventions</td> <td>Capitalization</td> </tr> <tr> <td>Punctuation</td> <td>Phonics</td> <td>Spelling</td> <td></td> <td></td> </tr> </table>			Word	Letter	Sound	Pattern	Phonemic Awareness	Irregular	Frequently	Common	Conventions	Capitalization	Punctuation	Phonics	Spelling		
Word	Letter	Sound	Pattern	Phonemic Awareness													
Irregular	Frequently	Common	Conventions	Capitalization													
Punctuation	Phonics	Spelling															

Common Core Adoption Process

L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

C.

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students understand words can have endings added to them or taken away Students understand that a word without an ending is called a root word Students understand endings can be added to words to change the tense of the word 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p>	<ul style="list-style-type: none"> What is a root word? What is the ending on this word?
<p>Vocabulary:</p> <p>Root Word Inflectional Form Multiple Meanings</p>		

Common Core Adoption Process

L.1.5
 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
A.
 Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students demonstrate understanding of word relationships. Students sort words into categories (either chosen by student or by teacher). 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply knowledge of category to sort words. 	<ul style="list-style-type: none"> What does each category represent? How are words connected? How can we sort words into categories? How are the words in each category alike?
<p>Vocabulary:</p> <p>Word Relationship Category Demonstrate Nuances Categories</p>		

Common Core Adoption Process

L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

B.

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).

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students demonstrate understanding of word relationships. Students sort words into categories (either chosen by student or by teacher). Students define words by category and characteristics/attributes. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply knowledge of category to sort words. Students apply knowledge of words to sort into categories and characteristics/attributes. 	<ul style="list-style-type: none"> What does each category represent? How are words connected? How can we sort words into categories? How are the words in each category alike? What characteristics do each of the words have in common? How are the categories different?
<p>Vocabulary:</p> <p>Word Relationships Category Attribute Characteristic</p>		

Common Core Adoption Process

L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

C.

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

What do students need to be able to <u>DO</u> ?		Question Stems
<p>Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend</p> <ul style="list-style-type: none"> Students demonstrate understanding of word relationships. Students identify connections between words and how they are used. 	<p>Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize</p> <ul style="list-style-type: none"> Students apply knowledge of words to make connections to their use. 	<ul style="list-style-type: none"> What connection can you make between the word and their use? Where have you seen the word and its use in daily life? Where have you seen the word and its use in texts? Can you make categories for words? Can you group words that are ____?
<p>Vocabulary: Word Relationships Connection Use Identify</p>		

Common Core Adoption Process

L.1.5
 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

D.
 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 or choosing them or by acting out the meanings.

What do students need to be able to <u>DO</u> ?		Question Stems								
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • How are the words alike? • How are they different? • Can you give a synonym for ____? • Can you give an antonym for ____? • Can you act out ____? • What does it mean to ____? • Can you sort words from the least to the greatest power (the least to the greatest)? 								
<ul style="list-style-type: none"> • Students demonstrate understanding of word relationships. • Students explore shades of meaning between verbs (look, peek, glance). • Students explore intensity/power of adjectives (synonyms for big). • Students define verbs and adjectives. 	<ul style="list-style-type: none"> • Students apply knowledge of words to act them out. 									
<p>Vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Word Relationships</td> <td style="text-align: center;">Synonym</td> <td style="text-align: center;">Antonym</td> <td style="text-align: center;">Meaning</td> </tr> <tr> <td style="text-align: center;">Power (in words)</td> <td style="text-align: center;">Nuances</td> <td style="text-align: center;">Verbs</td> <td style="text-align: center;">Differ</td> </tr> </table>			Word Relationships	Synonym	Antonym	Meaning	Power (in words)	Nuances	Verbs	Differ
Word Relationships	Synonym	Antonym	Meaning							
Power (in words)	Nuances	Verbs	Differ							

Common Core Adoption Process

L.1.6
 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

What do students need to be able to <u>DO</u> ?		Question Stems	
Lower Levels (1 & 2) Know, Remember, Understand, & Comprehend	Higher Level (3 & 4) Apply, Analyze, Evaluate, Create, & Synthesize	<ul style="list-style-type: none"> • Can you use words from the text when you write? • Can you use words that you know from your life in your writing? 	
<ul style="list-style-type: none"> • Students use words and phrases that they have learned in daily life (conversations, reading, being read to). • Students respond to texts using words and phrases that they have learned in daily life. • Students use frequently used conjunctions (connecting words), such as “because.” 	<ul style="list-style-type: none"> • Students apply words that they have learned in daily life into their own reading, writing, listening, and speaking. 		
Vocabulary:			
Conversation Frequently	Respond to Text Occurring	Phrases Conjunctions	Acquired Relationships