

# 1st Grade English Language Arts BLUEPRINT – IF1

**Anchor Standards**= one set of broad standards applied K-12

**Explicit Standards**= explicitly addressed skills *assessed* for mastery during this specific instructional focus

**Implicit Standards**= underlying skills that students need to have in order to be successful with the explicit standards

“Together anchor and grade level standards define the skills and understanding that all students must demonstrate.”  
(*Common Core Strategies Flip Chart*, 2010).

**\*\* The red standard(s) mean the SD Disaggregated template is not complete.**

Suggested Time	Instructional Focus 1 (E1IF1)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	In this instructional focus, students will explore texts through small groups and individually asking and answering questions, both fiction and non-fiction to learn components of character, setting, and other details that help us to understand their meaning. They will demonstrate the understanding and basic organization of print including capitalizing words at the beginning of a sentence, and placing the correct punctuation at the end of the sentence. They will explore major differences between books that tell stories, and books that tell information, using a wide range of text types. Students will demonstrate understanding of spoken words, syllables and sounds (phonemes), demonstrate command of conventions (see all of L.1.1, L.1.4, and L.1.5). Students will participate in collaborative conversations with diverse partners and follow agreed upon rules for	<p><b>EXPLICIT STANDARDS</b></p> <p><a href="#">RL.1.1</a> Ask and answer questions about key details in a text.</p> <p><a href="#">RL.1.2</a> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><a href="#">RL.1.3</a> Describe characters, settings, and major events in a story, using key details.</p> <p><a href="#">RL.1.4</a> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><a href="#">RL.1.6</a> Identify who is telling the story at various points in a text.</p> <p><a href="#">RL.1.10</a> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><a href="#">RI.1.1</a> Ask and answer questions about key details in a text.</p> <p><a href="#">RI.1.2</a> Identify the main topic and retell</p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <p><b>R.CCR.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>R.CCR.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R.CCR.3</b> Analyze how and</p>	<p><b>myOER:</b></p> <p><a href="#">Identify and Create Rhyming Words</a></p> <p>Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the <b>Advanced Search</b> and type the keyword – <b>E1IF1</b>.</p> <p><b>Teacher Ideas/Links:</b></p>

	<p>discussion, including speaking in complete sentences. Students throughout this IF will identify words and phrases in stories or poems that suggest feelings or appeal to the senses, while explaining verbally, in narrative writing, and through illustrations who is telling the story and what the key details are. The RF's, Reading Foundation standards, help teachers know what skills are important components in an effective, comprehensive reading program. Teachers will assess all students to determine what RF standards need to be taught to each student. Students who need additional support will be provided explicit instruction on the RF standards grades K-5. Students who have already mastered RF standards, will not need explicit instruction, but may still be assessed.</p> <p><b><u>Possible Focus Title: <i>Components of a Story</i></u></b></p>	<p>key details of a text.  <u>RI.1.4</u> With prompting and support, ask and answer questions about unknown words in a text.  <u>RI.1.6</u> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  <u>RI.1.10</u> With prompting and support, read informational texts appropriately complex for grade 1.  <u>W.1.3</u> 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.  <u>W.1.5</u> 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.  <u>SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  <u>SL.1.1a</u> 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).  <u>SL.1.1.c</u> 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.  <u>SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  <u>SL.1.6</u> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p>why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b><u>Craft and Structure</u></b></p> <p><b><u>R.CCR.4</u></b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b><u>R.CCR.6</u></b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b><u>R.CCR.10</u></b> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b><u>Writing</u></b></p> <p><b><u>Text Types and Purposes</u></b></p> <p><b><u>W.CCR.3</u></b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b><u>Production and Distribution of Writing</u></b></p>	
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		<p>spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>IMPLICIT STANDARDS</b></p>	<p>of standard English grammar and usage when writing or speaking.</p> <p><b><u>Vocabulary Acquisition and Use</u></b></p> <p><b><u>L.CCR.4</u></b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b><u>L.CCR.5</u></b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	
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