

1st Grade English Language Arts BLUEPRINT – IF2

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 2 (E1IF2)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	In this instructional focus, students will know and apply grade level phonics and word analysis skills in decoding words. Students will demonstrate command of the conventions of standard English grammar (see all of 1.1a-d, 1.4b-c, 1.5c-d) and usage by using verbs to convey a sense of past, present and future. Students will ask questions about topics and texts under discussion and build on others' talk by responding to the comments of others. Students will describe the connections between two individuals, events, ideas, or pieces of information in a text, and ask and answer questions about key details. They will explore major differences between books that tell stories, and books that tell information, using a wide range of text types. They will compare and contrast the adventures and experiences of characters	<p>EXPLICIT STANDARDS</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.1.RL.</p> <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RI.1.2 Identify the main topic and retell key details of a text.</p> <p>RI.1.3 Describe the connection between</p>	<p>Reading:</p> <p>Key Ideas and Details</p> <p>R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical,</p>	<p>myOER:</p> <p>Gingerbread Phonics</p> <p>Using Folk Tales: Vowel Influences on the Letter G</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 Advanced Search and type the keyword – E1IF2.</p> <p>Teacher Ideas/Links:</p>



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



	<p>in stories in fiction. In non-fiction, students will find similarities and differences between two texts on the same topics. Students will identify the reasons an author gives to support points in a text (Ex. When learning about how to wash your hands properly, a student learns that the author's reason for that text is so that a student learns that washing hands prevents sickness). Students will participate in collaborative conversations with diverse partners and follow agreed upon rules for discussion, and will start the writing process (see W.1.5). Students throughout this IF will expand upon what they learned in IF1 about 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 are the key details. Students will recall information from their own experiences or gather information from sources to write their answers to questions related to the text they are reading (with guidance). 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><u>Possible Focus Title: Expanding Foundations</u></p>	<p>two individuals, events, ideas, or pieces of information in a text. <u>RI.1.4</u> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <u>RI.1.8</u> Identify the reasons an author gives to support points in a text. <u>RI.1.9</u> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <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>W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <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. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 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</p>	<p>connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><u>R.CCR.6</u> Assess how point of view or purpose shapes the content and style of a text.</p> <p><u>Integration of Knowledge and Ideas</u></p> <p><u>R.CCR.8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><u>R.CCR.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p><u>R.CCR.10</u> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><u>Writing</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W.CCR.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen</p>	
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		<p>key details in a text read aloud or information presented orally or through other media.</p> <p><u>SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>SL.1.4</u> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><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><u>L.1.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>L.1.1a-d</u> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p><u>L.1.4b-c</u> 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. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p><u>L.1.5c-d</u> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. c. Identify real-life</p>	<p>details, and well-structured event sequences.</p> <p><u>Production and Distribution of Writing</u></p> <p><u>W.CCR.5</u> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><u>Research to Build and Present Knowledge</u></p> <p><u>W.CCR.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><u>Speaking and Listening</u></p> <p><u>Comprehension and Collaboration</u></p> <p><u>SL.CCR.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>SL.CCR.2</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>SL.CCR.3</u> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
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connections between words and their use (e.g., note places at home that are cozy).

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.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.

d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of

Presentation of Knowledge and Ideas

SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

Conventions of Standard English

L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use

L.CCR.4 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.

L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.



		<p>one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>RF.K.4 Read emergent-reader texts with purpose and understanding.</p> <p>IMPLICIT STANDARDS</p>		
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