

# 1st Grade English Language Arts BLUEPRINT – IF4

**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 4 (E1IF4)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	In this instructional focus, students will explore texts, both fiction and non-fiction to learn components of character, setting, and other details that help us to understand their meaning. Students, using digital tools, will write and publish informative/explanatory piece(s) supplying facts and a minimum of 2 specific details, and narrative piece(s) (see W.1.3), finally providing a sense of closure. 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). Students will participate in collaborative conversations with diverse partners and follow agreed upon	<p><b>EXPLICIT STANDARDS</b></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.1.5</a> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</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.1.7</a> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><a href="#">RL.1.9</a> Compare and contrast the adventures and experiences of characters in stories.1.RL.</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.1.3</a> Describe the connection between two individuals, events, ideas, or pieces</p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <p><b>R.CCR.3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b>Craft and Structure</b></p> <p><b>R.CCR.4</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</p>	<p><b>myOER:</b></p> <p><a href="#">Personality Traits</a></p> <p><a href="#">Life Lessons</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>E1IF4</b>.</p> <p><b>Teacher</b></p>



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



	<p>rules for discussion. 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: Expanding on Focus and Detail</u></b></p>	<p>of information in a text.</p> <p><a href="#">RI.1.4</a> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><a href="#">RI.1.5</a> 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.</p> <p><a href="#">RI.1.6</a> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p><a href="#">RI.1.8</a> Identify the reasons an author gives to support points in a text.</p> <p><a href="#">RI.1.9</a> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p><a href="#">W.1.2</a> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><a href="#">W.1.3</a> 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.</p> <p><a href="#">W.1.5</a> 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.</p> <p><a href="#">W.1.6</a> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><a href="#">SL.1.1</a> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the</p>	<p>meaning or tone.</p> <p><b><u>R.CCR.5</u></b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</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>R.CCR.7</u></b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b><u>R.CCR.8</u></b> 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><b><u>R.CCR.9</u></b> 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><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</p>	<p><b><u>Ideas/Links:</u></b></p>
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		<p>capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize dates and names of people.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ol> <p><b>L.1.4</b> 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.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ol> <p><b>L.1.6</b> 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., I named my hamster Nibbles because she nibbles too much because she likes that).</p> <p><b>RF1.1</b> Print Concepts: Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in</p>	<p><b><u>SL.CCR.2</u></b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b><u>Presentation of Knowledge and Ideas</u></b></p> <p><b><u>SL.CCR.5</u></b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b><u>SL.CCR.6</u></b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b><u>Language</u></b></p> <p><b><u>Conventions of Standard English</u></b></p> <p><b><u>L.CCR.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b><u>L.CCR.2</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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</p>	
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		<p>decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>RF.1.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>IMPLICIT STANDARDS</b></p>	<p>using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><u>L.CCR.6</u> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
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