**Collaborative Planning Process - this tool accompanies the** [**Collaborative Planning Process**](https://docs.google.com/document/d/1VGIHn-pA14RMcqJP2iA1WyeYyw7KlyJiLcraGokaC7g/edit?usp=sharing)

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| Grade Level: 1st | Subject: ELA | District Unit: Unit 1 & 2( Reading )  Unit 1 (Writing) | |
| SMART Goal:   * **SMART Goal:**   100% of 1st grade students will increase their WPM and/or go up a proficiency level as measured by the Fall and Spring FastBridge CBM, by May 2021. | | | |
| **Essential Standard (Pulled from unit’s priority standards and Essential Skills List; could be one standard or a portion of 2-3 standards)** | | | |
| **RF.1.1 -** demonstrate an understanding of organization and basic features of print. (capital letter, spaces, directionality, and punctuation)  **RF.1.2-** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Know long and short vowels in one syllable words. Blend single syllable words including consonant blends. Identify and manipulate (delete and substitute) beginning, middle, and end sound in single syllable words. Segment single syllable words.  See Heggerty for specific skills.  **RF.1.3-** apply grade level phonics and word analysis skills in decoding words. Know and use consonant blends, digraphs, R-controlled, final e, common vowel teams (ai, ay, ee,), every syllable must have a vowel sound to determine the number of syllables. Students will identify and read open, closed, and VCe syllables. Decode 2 syllable words. Read words with inflectional endings (-ed, ing,-s, es). Recognize and read grade-appropriate irregularly spelled words. Create a common list  See [K-3 Project Read Alignment](https://docs.google.com/document/d/1sa6Ezk8gGq-p_MaDrxfnKUhIzKe7X3rwVdqbCWacgis/edit?usp=sharing) for specific skills.  **RF.1.4-**  Read grade level text with accuracy, appropriate rate, and understanding.  **RL.1.1-**demonstrate an understanding of a statement, identify character, setting, problem and solution in a story to answer questions about a text  **L 1.1** Demonstrate command of the conventions-Students will print all upper and lowercase letters, use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*), use personal,( *I*, *you*, *he*, *she*, *it*, *we*, *they*, *me*, *him*, *her*, *us*, and *them* ) possessive (my, our, your, his, her, its, and their) and indefinite pronouns\*\*, *with prompting and support* use frequently occurring conjunctions (e.g., *and, but, or, so, because*), produce and expand complete simple sentences. \*\*(Some typical indefinite pronouns are: all, another, any, anybody/**anyone**, anything, each, everybody/everyone, everything, few, many, nobody, none, one, several, some, **somebody**/someone.)  **L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing-Students will write a piece using correct capitalization and punctuation when writing one to two sentences, spelling of high frequency words, and phonetic spelling (CVC, blends, digraphs, CVCe, as appropriate to task or situation. | | | |
| **Daily Learning Targets - I CAN STATEMENTS (Reading)** | | | |
| I can…   * Tell the vowel sound in a word. * Blend and segment sounds in one syllable words. * Tell the beginning, middle, and ending sounds in a word. * Read the red words I have learned. * Answer questions about key details in a text * Use a strategy to figure out a tricky word * Read at an appropriate speed to help me understand | Proficiency Level/Example  The Big Bug  Read and write simple sentences composed of CVC words with >89% proficiency. | Formative Assessment  Whiteboard Know and Show  Blending Board  Dictation | Tier 1 Intervention (Planned based on formative assessment; delivered during core instruction time)  Project Read  O.G.  Units of Study: Building Good Reading Habits , Focus on Words, and If…. then , Word Detectives  Heggerty Phonemic Awareness Lessons  Immediate individual reteach |
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| Common Formative Assessment (at least 1) | | Pacing | Targets Assessed |
| <https://docs.google.com/document/d/1Iplf0zi68C_CTrMKU0bbUdng3od-eUDvRNfkZvdDCrs/edit?usp=sharing> | | Give CFA week of Sept. 21 | * Blend and segment sounds in one syllable words. |
| Tier 2 Interventions - Targeted Support from CFA (1) - Tier 2 WIN | | | |
| Re-teach Project read lessons  CVC fluency stairs  Guided Reading Groups and Practice  HFW and Red Word reteach | | | |
| **Daily Learning Targets - I CAN STATEMENTS Writing** | | | |
| I can…   * Write a bare bone sentence * Use a sentence frame * Identify a subject * Identify a proper name * Identify a common name * Substitute proper names for common names * Identify an action predicate * Use an action predicate in a sentence * Start a sentence with a capital letter * Put appropriate spaces between words * End a sentence with a punctuation mark * Use legible handwriting * Correctly form capital and lowercase letters * Capitalize proper names * Write a simple sentence * Start my writing at the left margin * Write across the page | Proficiency Level/Example  Foundational Skills checklist  CUPS | Formative Assessment  Whiteboard Know and Show  Writing samples  Dictation | Tier 1 Intervention (Planned based on formative assessment; delivered during core instruction time)  Framing Your Thoughts  Immediate individual reteach  Writing components of Project Read and O.G. |
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| Common Formative Assessment (2) | | Pacing | Targets Assessed |
| Students will write about a picture prompt using CUPS visual cue to self evaluate  <https://www.popsugar.com/pets/photo-gallery/29244512/image/29262401/Silly-Animal-Memes>  <https://www.pinterest.com/pin/158400111874324714/> | | Week of Sept 16th | Using foundational writing skills |
| Tier 2 Interventions - Targeted Support from CFA (2) - Tier 2 WIN | | | |
| Small Group targeted skills groups re-teaching CUPS, sentence structure, foundational writing skills | | | |
| **Daily Learning Targets - I CAN STATEMENTS (Standard 3, if needed)** | | | |
| I can... | Proficiency Level/Example | Formative Assessment | Tier 1 Intervention (Planned based on formative assessment; delivered during core instruction time) |
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| Common Formative Assessment (3) | | Pacing | Targets Assessed |
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| Tier 2 Interventions - Targeted Support from CFA (3) - Tier 2 WIN | | | |
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| **Summative Assessment - SchoolNet Name - Date Range to be given (End of Unit CFA given when there is not a summative)** | | | |
| Reading Quarter 2 Assessment -  <https://fremont25.schoolnet.com/Align/MaterialDetail.aspx?content_id=d5d16422-8847-4d4f-85ef-1b9b30310631&referrer=~%2FAlign%2FMaterialDetail.aspx%3Fcontent_id%3D43bce44f-7673-4925-bb0b-68fbc6fc4898%26referrer%3D~%252FAlign%252FPlanner.aspx>  Foundational Skills checklist/assessment  <https://fremont25.schoolnet.com/Align/MaterialDetail.aspx?content_id=42ed4821-0f5e-40ef-b56d-e56288862c1c&referrer=~%2FAlign%2FMaterialDetail.aspx%3Fcontent_id%3Dc8cc7716-3786-4b4a-a07e-76009cdf493c%26referrer%3D~%252FAlign%252FPlanner.aspx> | | | |