## **Essential Learnings Planning**

| What Is It We Expect Students to Learn?   |  |   |  |   |  |
|---|--|---|--|---|--|
| Grade: 1  | Subject: ELA   | Trimester: 1  | Team Members: Melissa Chavez & Janelle Quimby  |   |  |
| Description of<br>Standard  | Example of Rigor   | Prerequisite Skills   | When Taught?   | Common<br>Summative<br>Assessment   | Extension Standards  |
| What is the essential<br>to be learned?<br>Describe in student-<br>friendly vocabulary.   | What does proficient student<br>work look like? Provide an<br>example and/or description.  | What prior<br>knowledge, skills,<br>and/or vocabulary<br>are needed for a<br>student to master<br>this standard?  | When will this<br>standard be<br>taught?   | What assessment(s)<br>will be used to<br>measure student<br>mastery?                                    | What will we do<br>when students have<br>already learned this<br>standard?                               |
| RF.1.2 Students will<br>demonstrate<br>understanding of spoken<br>words, syllables, &<br>sounds (phonemes).<br>RF.1.2a I can hear the<br>difference between long<br>& short vowels.<br>RF.1.2b I can put sounds<br>together to make words.<br>RF.1.2c I can pronounce<br>beginning, middle, &<br>ending sounds.<br>RF.1.2d I can take<br>syllables part to make<br>individual sounds. | <ul> <li>a. Students will give a thumbs up or<br/>down when listening to words with<br/>short or long vowel sounds.</li> <li>b. Students will decode words.</li> <li>c. Students will identify beginning &amp;<br/>ending sounds, medial vowel sounds<br/>in spoken words.</li> <li>d. Students will break a word into its<br/>individual sounds.</li> </ul> | -Students will need to<br>know/learn short & long<br>vowel sounds.<br>-Students will need to<br>know how to "sound<br>out"/blend words<br>Students will need to<br>know beginning &<br>ending sounds.<br>-Students will need to<br>know medial vowel<br>sounds. | -Wonders Reading<br>-Heggerty Phonemic<br>Awareness program<br>-iReady Reading<br>-Tier 2 Intervention<br>-Tier 3 Intervention | -1 <sup>st</sup> Grade Phonics<br>Diagnostic Test   | -Students will work on<br>comprehension skills<br>(listening & reading).                                 |
| RF.1.3 Students will<br>know & apply grade-level<br>phonics and word<br>analysis skills in decoding<br>words both in isolation &<br>in text.  | <ul> <li>a. Students will read &amp; write words<br/>with consonant digraphs.</li> <li>b. Students will read words by<br/>themselves &amp; in text.</li> <li>c. Students will read &amp; write words<br/>using the common vowel teams.</li> </ul>  | <ul> <li>Students need to<br/>master all letter sounds<br/>including long &amp; short<br/>vowel sounds.</li> <li>Students need to learn<br/>consonant digraphs.</li> </ul>  | -Wonders Reading<br>-Heggerty Phonemic<br>Awareness program<br>-iReady Reading<br>-Accelerated Reader<br>-Tier 2 Intervention  | -1 <sup>st</sup> Grade Phonics<br>Diagnostic Test<br>-1 <sup>st</sup> Grade High<br>Frequency Word Test | -Students will work on<br>comprehension skills.<br>-Students will take<br>Accelerated Reader<br>quizzes. |

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| RE.1.3.a. I can read &       d. Students will sound out words<br>write words will who ex yllable.       -Students will even du write with<br>comson word leams.       -Tier 3 Intervention         R.1.3.b. I can sound out words<br>words by themselves.]       f. Students will read the first-grade<br>high frequency words.       -Students will need to be<br>solucits words write words<br>with infectional endings.       -Students will need to frequency words.         R.1.3.b. I can sound out<br>words how that event<br>commo vowel teams.       -Students will need to frequency words.       -Students will need to<br>read & write words with<br>infectional endings.       -Students will need to<br>read & write words with<br>words.       -Students will need to<br>read & write words.       -Students will need to<br>read & write words.       -Students will need to<br>read & write words.         R.1.3.2. I can sound out<br>words.       a. Students will use uppercase<br>of people.       -Students weel to read<br>words.       -Worders Reading<br>-WrBB mini lessons<br>-Tier 2 Intervention<br>what write words will weel to correct<br>what type of end<br>words using comas correctly.       -Students will need to<br>now what a comma is.       -Students will need to<br>now what a comma is.       -Students will need to<br>now what a comma is.       -WrBB mini lessons<br>-Tier 2 Intervention<br>writing.       -Students will need to<br>now what a comma is.   |                            |                                       |                         |                      |                   | 1                         |
|--|----------------------------|---------------------------------------|-------------------------|----------------------|-------------------|---------------------------|
| consonant digraphs.<br>RF.1.3b. I can sound out<br>words by themselves;<br>tax.e. Students will sound out words<br>with infectional endings.<br>Students will read & write words<br>with infectional endings.<br>Students will read the first grade<br>spelling/sound<br>correspondences for<br>common vowel teams.Students will read & write words<br>with infectional endings.<br>Students will read the first grade<br>spelling/sound<br>words.Students will read & write words<br>with infectional endings.<br>Students will read the first grade<br>spelling/sound<br>words.Students will read to count the<br>spillables in a word.<br>Students will read to first grade<br>words.<br>Students will end to first grade<br>words.Students will read to count the<br>spillables in a word.<br>Students will end to first grade<br>spillables in a<br>word.Students will read to write<br>words.<br>Students will set uppercase<br>letters when writing dates & named<br>of people.<br>Students will use the correct<br>punctuation to end a sentence.<br>It.1.2 Lict can capitalize<br>of words using commas correctly.Students will need to<br>how there words<br>with spipling patterns.Students will need to<br>how there words<br>with spipling patterns.Students will need to<br>how there words<br>write, Students will use the correct<br>bunctuation to end a sentence.<br>Students will use the correctly.<br>Students will use the correctly.<br>Students will use the correctly.<br>Students will use the correctly.<br>Students will need to<br>how the sentence.<br>Students will use the correctly.<br>Students will need to<br>how the correctly.<br>Students will need to<br>how the sentence.<br>Students will need to<br>how the sentence.<br>Students will need to<br>how the correctly.<br>Students will need to<br>how the sentence.<br>Students will need to<br>how the sentence.<br>Students will need to<br>how the sentence.<br>  |                            |                                       |                         | -Tier 3 Intervention |                   |                           |
| F.1.3.b. ron sound out<br>words by themselves; I<br>can sound out words in<br>R.1.3.c. I know<br>spelling/sound<br>correspondences for<br>common vowel teams.<br>R.1.3.c. I can sound out<br>words.<br>Sylable has a vovel<br>sound: I can count the<br>number of sylables in<br>a word.<br>R.1.3.c. I can sound out<br>words.Students will read the first-grade<br>sylable has a vovel<br>sublement will know that every<br>words.Students will need to<br>read & write words with<br>read know the to<br>words.Students will need to<br>read & write words with<br>read know the to<br>words.Students will read to be<br>able to count the<br>sylable has a vovel<br>sublement words.Students will went words<br>sublement words.Students will went wordsStudents will went<br>read know the to<br>words.Students will went<br>sublementStudents will went<br>sublementStudents will went<br>words.Students will went<br>words.Stud  |                            | -                                     |                         |                      |                   |                           |
| words by themselves;I<br>taxt.<br>RF.1.3.c. I know<br>spelling/sound<br>correspondences for<br>correspondences for<br>cor | 0 1                        |                                       |                         |                      |                   |                           |
| can sound out words in<br>text.with inflectional endings.<br>g. Students will read the first-grade<br>g. Students will read the first-grade<br>spelling/sound<br>correspondences for<br>common vowel teams.with inflectional endings.<br>-students will need to<br>inflectional endings.<br>-students need to reid<br>& words.spleling/sound<br>-students will need to<br>inflectional endings.<br>-students need to reid<br>& words.spleling/sound<br>-students need to reid<br>-students need to know<br>what type of end<br>punctuation is of opeople.students need to reid<br>-students need to know<br>what type of end<br>punctuation is needed<br>in a sentencestudents will need to<br>know what a comma is.<br>-students will write dates & series<br>-students will need to<br>know what a comma is.<br>-students will need to<br>know what a comma is. <b< td=""><td></td><td></td><td>-Students need to be</td><td></td><td></td><td></td></b<>   |                            |                                       | -Students need to be    |                      |                   |                           |
| <ul> <li>text.</li> <li>RF.1.3c. I know</li> <li>RF.1.3c. I know</li> <li>RF.1.3c. I know</li> <li>high frequency words.</li> <li>students will need to read &amp; write words with inflectional endings.</li> <li>RF.1.3c. I an sound out words with a sound i sound to can count the number of syllables in a word.</li> <li>RF.1.3c. I an sound out words with wors yilables.</li> <li>RF.1.3c. I an sound out words.</li> <li>students will use uppercase</li> <li>laters correctly.</li> <li>students will use the correct punctuation species.</li> <li>students will write dates &amp; series.</li> <li>students will write words using cormans.</li> <li>students will need to know what a cormanis.</li> <li>students will write words using cormans.</li> <li>students will write words using cormans.</li> <li>students will write words using cormans.</li> <li>students will need to know what a cormanis.</li> <li>students will write words using cormans.</li> <li>students will need to know what a cormanis.</li> <li>students will write words using cormans.</li> <li>students will need to know what a cormanis.</li> <li>students will write words using cormans.</li> <li>students will need to know what a cormanis.</li> <li>students will need to know what a cormanis.</li></ul>  |                            |                                       |                         |                      |                   |                           |
| IF.1.3.C. Iknow<br>spelling/sound<br>correspondences for<br>common vowel teams.<br>RF.1.3.d. Iknow that every<br>syllable has a vowel<br>sound: I can count the<br>number of syllables in a<br>word.<br>RF.1.3.d. Iknow that every<br>syllable has a vowel<br>sound: I can count the<br>number of syllables.<br>RF.1.3.d. I can read words<br>words.high frequency words.<br>sudents med to read<br>& wirte high frequency<br>words  | can sound out words in     | •                                     | syllables in a word.    |                      |                   |                           |
| spelling/sound<br>correspondences for<br>common vowel teams.Inflectional endings.<br>-Students need to read<br>words.inflectional endings.<br>-Students need to read<br>words.inflectional endings.<br>-Students need to read<br>words.inflectional endings.<br>-Students need to read<br>words.inflectional endings.inflectional endings.<br>-Students need to read<br>words.RF.13.61. Ican count the<br>number of syllables.<br>RF.1.31. Ican sound out<br>words.a. Students will use uppercase<br>of people.inflectional endings <td< td=""><td>text.</td><td>g. Students will read the first-grade</td><td>-Students will need to</td><td></td><td></td><td></td></td<>  | text.                      | g. Students will read the first-grade | -Students will need to  |                      |                   |                           |
| correspondences for<br>common vowel teams.<br>RF.1.3d. Know that every<br>syllable has a vowel<br>sound; I can count the<br>number of syllables in a<br>word.<br>RF.1.3e. I can sound out<br>word. word words with two syllables.<br>RF.1.3f. I can read words<br>   | RF.1.3c. I know            | high frequency words.                 | read & write words with |                      |                   |                           |
| common vowel teams.<br>RF.1.3d. I know that every<br>syllable has a vowel<br>sound jt can count the<br>number of syllables in a<br>word.& write high frequency<br>words.& write high frequency<br>words  | spelling/sound             |                                       | inflectional endings.   |                      |                   |                           |
| RF.1.3d. I know that every<br>syllable has a vowel<br>sound; I can count the<br>number of syllables in a<br>word.words.words.words.RF.1.3e. I can sound out<br>words with two syllables.RF.1.3e. I can sound out<br>words with two syllables.RF.1.3e. I can sound out<br>words with two syllablesStudents will<br>uppercase-Students need to write<br>uppercase & lowercase<br>letters when writing dates & names<br>of peopleStudents need to write<br>uppercase & lowercase<br>letters orrectlyStudents need to write<br>uppercase & lowercase<br>letters correctlyStudents need to know<br>what type of end<br>in a sentenceStudents will need to<br>know what sentenceWrBB mini lessons<br>-Tier 2 Intervention-Students will expand the<br>sentences in their<br>writing.L1.2b. I can use end<br>punctuation marks.d. Students will spell high frequency<br>words correctlyStudents will need to<br>know what a comma is.<br>-Students will need to<br>know what a comma is.<br>-Students will need to<br>know what spelling<br>howledge of spelling patternsStudents selling<br>-Students selling<br>-Students will need to<br>know the sight words.<br>-Students will need to<br>know the sight words   | correspondences for        |                                       | -Students need to read  |                      |                   |                           |
| syllable has a vowel<br>sound; I can count the<br>number of syllables in a<br>word.syllable has a vowel<br>sound out<br>word.syllable has a vowel<br>sound out<br>words with wo syllables.syllable has a vowel<br>sound out<br>words with words will use uppercasesyllable has a vowel<br>sound out<br>upercase & lowercase<br>letters ownen writing dates & names<br>of people.syllable has a vowel<br>sound a sentence.syllable has a vowel<br>sound has extence.syllable h  | common vowel teams.        |                                       | & write high frequency  |                      |                   |                           |
| sound; I can count the<br>number of syllables in a<br>word.<br>RF.1.3e, I can sound out<br>words with two syllables.<br>RF.1.3e I can read words<br>with different endings.<br>RF.1.3e I can read words<br>of the conventions of<br>capitalization,<br>punctuation, & spelling<br>L1.2e. I can use commas<br>in dates, & between<br>words.<br>L1.2e. I can use spelling<br>L1.2e. I can use spelling  | RF.1.3d. I know that every |                                       | words.                  |                      |                   |                           |
| number of syllables in a<br>word.RF.1.3e.1 can sound out<br>words with two syllables.Shale and a spectrum<br>spectrumShale and a spectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrumSpectrum<br>spectrum <th< td=""><td>syllable has a vowel</td><td></td><td>-</td><td></td><td></td><td></td></th<>   | syllable has a vowel       |                                       | -                       |                      |                   |                           |
| word.RF.1.3E. I can sound out<br>words with wo syllables.RF.1.3F. I can read words<br>with different endings.RF.1.3F. I can read words<br>with different endings.RF.1.3F. I can read first<br>grade sight words.L1.2 Students willdemonstrate command<br>of the conventions of<br>capitalization,<br>punctuation, & spelling<br>when writing.a. Students will use the correct<br>punctuation to end a sentence.<br>c. Students will write dates & series<br>of words using commas correctly.L1.2 Students will write dates & series<br>of words using commas correctly.L1.2.1.2. I can use end<br>punctuation marks.<br>L.1.2.C. I can use commas<br>in dates, & between<br>words in a series.<br>L.1.2.1 can use spellingL1.2.2. I can use spelling <td>sound; I can count the</td> <td></td> <td></td> <td></td> <td></td> <td></td>   | sound; I can count the     |                                       |                         |                      |                   |                           |
| RF.1.3e. I can sound out<br>words with two syllables.<br>RF.1.3f. I can read words<br>with different endings.<br>RF.1.3g I can read first<br>grade sight words.Sudents will use uppercase<br>of people.Students need to write<br>uppercase & lowcrase<br>letters correctlyWonders Reading<br>-WFBB mini lessons<br>-Tier 2 Intervention-District Writing<br>-Students will essons<br>-WFBB-Students will essons<br>-Tier 3 Intervention-District Writing<br>-Students will essons<br>-WFBB-Students will essons<br>-WFBB-District Writing<br>-Students will essons<br>-WFBB-Students will essons<br>-WFBB-District Writing<br>-Students will essons<br>-WFBB-Students will essons<br>-WFBB-District Writing<br>-Students will essons<br>-WFBB-District Writing<br>-Students will essons<br>-WFBB-District Writing<br>-District Writing<br>-WFBB-District Writing<br>-Students will essons<br>-WFBB-District Writing<br>-District Writing<br>-WFBB-District Writing<br>-District Writing<br>-WFBB-District Writing<br>-WFBB-District Writing<br>-District Writing<br>-WFBB-District Writing<br>-District Writing<br>-WFBB-District Writing<br>-District Writing<br>-WFBB-District Writing<br>-District Writing<br>-WFBB-District Writing<br>-District Writing<br>-WFBB-District Writing<br>-WFBB-District Writing<br>-WFBB-District Writing<br>-WFBB-District Writing<br>-WFBB-District Writing<br>-WFBB-District Writi   | number of syllables in a   |                                       |                         |                      |                   |                           |
| words with two syllables.<br>RF.1.3f. I can read words<br>with different endings.<br>RF.1.3g I can read first<br>grade sight words.Image: Sign synthesize<br>synthesizeSign synthesizeSign synthesize<  | word.                      |                                       |                         |                      |                   |                           |
| RF.1.3f. I can read words<br>with different endings.<br>RF.1.3g I can read first<br>grade sight words.a. Students will use uppercase<br>letters when writing dates & names<br>of peopleStudents need to write<br>uppercase & lowercase<br>letters correctlyWonders Reading<br>-WFBB mini lessons<br>-Tier 2 Intervention-District Writing<br>Assessment-Students will use participation<br>writingStudents will use the correct<br>writingStudents will use the correct<br>what type of end<br>punctuation to end a sentenceWenders Reading<br>-WFBB mini lessons<br>-Tier 2 Intervention-District Writing<br>Assessment-Students will expand the<br>sentences in their<br>writing.L.1.2 L can capitalize<br>upunctuation marks.<br>L.1.2c. I can use end<br>punctuation marks.<br>L.1.2c. I can use end<br>punctuation marks.<br>L.1.2c. I can use spelling-Students will need to<br>know different spelling<br>patternsStudents will need to<br>k  | RF.1.3e. I can sound out   |                                       |                         |                      |                   |                           |
| with different endings.<br>RF.1.3g I can read first<br>grade sight words.Students will seuppercase<br>of people.Students need to write<br>uppercase & lowercase<br>letters orrectlyWonders Reading<br>-WFBB mini lessons<br>-Tier 2 Intervention-District Writing<br>Assessment-Students will expand the<br>sentences in theircapitalization,<br>punctuation, & spellingb. Students will use the correct<br>punctuation to end a sentenceStudents need to know<br>what type of end<br>in a sentenceWFBB mini lessons<br>-Tier 2 Intervention-WFBB-WFBBL.1.2a. I can capitalize<br>of words using commas correctly.c. Students will spell high frequency<br>words correctlyStudents will need to<br>know what a comma is.<br>-Students will need to<br>know the sight wordsStudents will need to<br>know the sight wordsWFBB-WFBBL.1.2c. I can use end<br>words correctly.e. Students will write words using<br>punctuation marks.Students will write words using<br>patternsStudents will need to<br>know the sight wordsStudents will need to<br>know the sight wordsStudents will need to<br>know the sight words.L.1.2c. I can use end<br>words.e. Students will write words using<br>patternsStudents will need to<br>know the sight wordsStudents will need to<br>know the sight wordsStudents will need to<br>know the sight wordsStudents will need to<br>know different spelling<br>patternsStudents will need to <b< td=""><td>words with two syllables.</td><td></td><td></td><td></td><td></td><td></td></b<>   | words with two syllables.  |                                       |                         |                      |                   |                           |
| RF.1.3g I can read first<br>grade sight words.a. Students will use uppercase<br>letters when writing dates & names<br>of peopleStudents need to write<br>uppercase & lowercase<br>letters correctlyWonders Reading<br>-WFBB mini lessons<br>-Tier 2 Intervention<br>-Tier 3 Intervention-Students will expand the<br>sentences in their<br>writing.capitalization,<br>punctuation, & spelling<br>when writing.b. Students will use the correct<br>punctuation to end a sentence.<br>c. Students will write dates & series<br>of words using commas correctlyStudents need to know<br>what type of end<br>punctuation is needed<br>in a sentenceWFBB-WFBB-Students will<br>writing.L.1.2a. I can capitalize<br>dates & names of people.C. Students will write dates & series<br>of words correctlyStudents will need to<br>know what a comma is.<br>-Students will need to<br>know the sight wordsStudents will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling-Students will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<  | RF.1.3f. I can read words  |                                       |                         |                      |                   |                           |
| grade sight words.cmc  | with different endings.    |                                       |                         |                      |                   |                           |
| L.1.2 Students will<br>demonstrate command<br>of the conventions of<br>capitalization,<br>punctuation k spelling<br>when writing.a. Students will use uppercase<br>b. Students null use the correct<br>punctuation to end a sentence.<br>of words using commas correctlyStudents need to write<br>uppercase & lowercase<br>letters correctlyWonders Reading<br>-WFBB mini lessons<br>-Tier 2 Intervention<br>-Tier 3 Intervention-Students will expand the<br>sentence.<br>-WFBBL.1.2a. I can capitalize<br>dates & names of people.b. Students will use the correctly.<br>punctuation to end a sentence.<br>of words using commas correctlyStudents will need to<br>know what a comma is.<br>-Students will need to<br>know what a comma isWFBB-WFBB-Students will write<br>-WFBBL.1.2b. I can use end<br>words correctly.e. Students will write words using<br>tin dates, & between<br>words correctlyStudents will need to<br>know what a comma is.<br>-Students will need to<br>know the sight words.<br>-Students will need to<br>know different spelling<br>patternsWerden write<br>-WFBB-District Writing<br>Assessment-Students will expand the<br>sentence.L.1.2b. I can use commas<br>in dates, & between<br>words.e. Students will write words using<br>til need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patterns.   | RF.1.3g I can read first   |                                       |                         |                      |                   |                           |
| demonstrate command<br>of the conventions of<br>capitalization,<br>punctuation & spelling<br>when writing.letters when writing dates & names<br>of people.uppercase & lowercase<br>letters correctlyWFBB mini lessons<br>-Tier 2 InterventionAssessment<br>-WFBBsentences in their<br>writing.L.1.2a. I can capitalize<br>dates & names of people.b. Students will use the correctly.<br>c. Students will write dates & series<br>of words using commas correctlyStudents need to know<br>what type of end<br>punctuation is needed<br>in a sentenceWFBB mini lessons<br>-Tier 2 InterventionAssessment<br>-WFBB-WFBBL.1.2a. I can capitalize<br>dates & names of people.of words using commas correctly.<br>words correctlyStudents will need to<br>know what a comma is.<br>-Students will need to<br>know the sight wordsStudents will need to<br>know the sight wordsStudents will need to<br>know different spelling<br>patternsStudents will need to<br>know different sp  | grade sight words.         |                                       |                         |                      |                   |                           |
| of the conventions of<br>capitalization,<br>punctuation, & spelling<br>when writing.of people.letters correctlyTier 2 Intervention-WFBBwriting.L1.2a. I can capitalize<br>dates & names of people.D. Students will use the correctlyStudents will on a sentenceTier 3 Intervention-WFBBWriting.L1.2b. I can use end<br>unctuation marks.Of words using commas correctly.D. Students will peel high frequency<br>Now of s correctlyStudents will need to<br>know what a comma isStudents will need to<br>know what signe wordsStudents will need to<br>know different spelling<br>patternsStudents will need to<br>know differ   | L.1.2 Students will        | a. Students will use uppercase        | -Students need to write | -Wonders Reading     | -District Writing | -Students will expand the |
| capitalization,<br>punctuation, & spelling<br>when writing.<br>L.1.2a. I can capitalize<br>dates & names of people.<br>L.1.2b. I can use end<br>L.1.2c. I can use commas<br>in dates, & between<br>words in a series.<br>L.1.2d. I can spell sight<br>L.1.2c. I can use spellingb. Students will use the correct<br>punctuation to end a sentence.<br>of words using commas correctly.<br>d. Students will spell high frequency<br>words correctlyStudents will need to<br>know what a comma is.<br>-Students will need to<br>know the sight words.<br>-Students will need to<br>know the sight words.<br>-Students will need to<br>know different spelling<br>patternsTier 3 InterventionL.1.2b. I can use commas<br>in dates, & between<br>words in a series.<br>L.1.2d. I can spell sight<br>words.<br>L.1.2e. I can use spellinge. Students will write words using<br>patternsStudents will need to<br>know different spelling<br>patternsTier 3 InterventionL.1.2e. I can use spellingis a sentence.<br>spelling<br>patterns-Students will need to<br>know different spelling<br>patternsTier 3 InterventionL.1.2e. I can use spellingis a sentence.<br>spelling-Students will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patterns.   | demonstrate command        | letters when writing dates & names    | uppercase & lowercase   | -WFBB mini lessons   | Assessment        | sentences in their        |
| punctuation, & spelling<br>when writing.punctuation to end a sentence.what type of end<br>punctuation is needed<br>in a sentence.L.1.2a. I can capitalize<br>dates & names of people.of words using commas correctly.bunctuation is needed<br>in a sentence.L.1.2b. I can use end<br>punctuation marks.of students will spell high frequency<br>words correctlyStudents will need to<br>know what a comma is.L.1.2c. I can use commas<br>in dates, & between<br>words in a series.e. Students will write words using<br>patternsStudents will need to<br>know the sight words.L.1.2d. I can spell sight<br>words   | of the conventions of      | of people.                            | letters correctly.      | -Tier 2 Intervention | -WFBB             | writing.                  |
| when writing.c. Students will write dates & series<br>of words using commas correctly.punctuation is needed<br>in a sentence.L.1.2a. I can capitalize<br>dates & names of people.d. Students will spell high frequency<br>words correctlyStudents will need to<br>know what a comma is.L.1.2b. I can use end<br>punctuation marks.e. Students will write words using<br>to sudents will write words using<br>knowledge of spelling patternsStudents will need to<br>know the sight words.L.1.2c. I can use commas<br>in dates, & between<br>words.knowledge of spelling patternsStudents will need to<br>know the sight words.L.1.2d. I can spell sight<br>words.L.1.2c. I can use spellingpatterns.L.1.2e. I can use spellingL.1.2e. I can use spellingL.1.2e. I can use spelling   | capitalization,            | b. Students will use the correct      | -Students need to know  | -Tier 3 Intervention |                   |                           |
| L.1.2a. I can capitalize<br>dates & names of people.of words using commas correctly.in a sentence.<br>-Students will need to<br>know what a comma is.L.1.2b. I can use end<br>punctuation marks.e. Students will write words using<br>e. Students will write words using<br>b.1.2c. I can use commas<br>in dates, & between<br>words.e. Students will write words using<br>sentenceStudents will need to<br>know the sight words.<br>-Students will need to<br>know different spelling<br>patterns.L.1.2d. I can use spelling-Students will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patterns.L.1.2e. I can use spelling-Students will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patterns.  | punctuation, & spelling    | punctuation to end a sentence.        | what type of end        |                      |                   |                           |
| dates & names of people.d. Students will spell high frequency<br>words correctlyStudents will need to<br>know what a comma is.punctuation marks.e. Students will write words using<br>knowledge of spelling patternsStudents will need to<br>know the sight words.L.1.2c. I can use commas<br>in dates, & between<br>words in a series.knowledge of spelling patternsStudents will need to<br>know the sight words.<br>-Students will need to<br>know the sight words.L.1.2d. I can spell sight<br>wordsStudents will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patterns.L.1.2e. I can use spelling-Students will need to<br>know the sight wordsStudents will need to<br>know different spelling<br>patterns.   | when writing.              | c. Students will write dates & series | punctuation is needed   |                      |                   |                           |
| L.1.2b. I can use endwords correctly.know what a comma is.punctuation marks.e. Students will write words using-Students will need toL.1.2c. I can use commasknowledge of spelling patternsStudents will need toin dates, & between-Students will need to-Students will need towords in a seriesStudents will need toknow different spellingL.1.2d. I can spell sight-gatternsstudents will need towordsstudents spellingpatterns.L.1.2e. I can use spelling-students will need to  | L.1.2a. I can capitalize   | of words using commas correctly.      | in a sentence.          |                      |                   |                           |
| punctuation marks.e. Students will write words using<br>knowledge of spelling patternsStudents will need to<br>know the sight words.<br>-Students will need to<br>know the sight words.<br>-Students will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patterns.L.1.2d. I can spell sight<br>wordsStudents will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patterns.L.1.2e. I can use spelling-Students will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patternsStudents will need to<br>know different spelling<br>patterns.   | dates & names of people.   | d. Students will spell high frequency | -Students will need to  |                      |                   |                           |
| L.1.2c. I can use commas<br>in dates, & between<br>words in a series.<br>L.1.2d. I can spell sight<br>words.<br>L.1.2e. I can use spelling   | L.1.2b. I can use end      | words correctly.                      | know what a comma is.   |                      |                   |                           |
| in dates, & between-Students will need towords in a series.know different spellingL.1.2d. I can spell sightpatterns.words.L1.2e. I can use spelling  | punctuation marks.         | e. Students will write words using    | -Students will need to  |                      |                   |                           |
| words in a series.know different spelling<br>patterns.L.1.2d. I can spell sightpatterns.words.L.1.2e. I can use spelling   | L.1.2c. I can use commas   | knowledge of spelling patterns.       | know the sight words.   |                      |                   |                           |
| L.1.2d. I can spell sight<br>words.<br>L.1.2e. I can use spelling  | in dates, & between        |                                       | -Students will need to  |                      |                   |                           |
| L.1.2d. I can spell sight<br>words.<br>L.1.2e. I can use spelling  | words in a series.         |                                       | know different spelling |                      |                   |                           |
| words.<br>L.1.2e. I can use spelling   | L.1.2d. I can spell sight  |                                       |                         |                      |                   |                           |
|  |                            |                                       |                         |                      |                   |                           |
|  | L.1.2e. I can use spelling |                                       |                         |                      |                   |                           |
|  | patterns to spell words.   |                                       |                         |                      |                   |                           |

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| <ul> <li>W.1.1 Students will write opinion pieces on various topics.</li> <li>-I can share my opinion on different topics.</li> <li>W.1.2 Students will write informative/explanatory texts.</li> <li>-I can write facts about a topic.</li> <li>W.1.3 Students will write</li> </ul>                                 | -Students can write an opinion piece<br>about a book they read or heard.<br>-Students can write a reason for<br>their opinion.<br>-Students can write a conclusion to<br>their opinion piece.<br>-Students can write about a topic<br>from an informational book.<br>-Students can write facts about the<br>topic.<br>-Students can write a conclusion to<br>the topic.<br>-Students will write about a topic | -Students will need to<br>know how to complete<br>the statements "I like<br>because" &<br>"My favoriteis<br>"<br>-Students will need to<br>know how to take notes<br>while reading an<br>informational book. | -Wonders Reading<br>-WFBB<br>-Science<br>-Social Studies<br>-Wonders Reading<br>-WFBB<br>-Science<br>-Social Studies<br>-Wonders Reading | -District Writing<br>Assessments<br>-WFBB<br>-Writing Prompts<br>-District Writing<br>Assessments<br>-WFBB<br>-Writing Prompts<br>=WFBB Recount | -Students will work on<br>different introductions<br>other than "I like" & "My<br>favorite".<br>-Students will work on<br>adding details to their<br>writing.<br>-Students will work on |
|---|---|--|--|---|---|
| w.1.3 Students will write<br>recount narratives.<br>-I can write about an<br>event in my life.  | -Students will write about a topic<br>including facts/details about the<br>topic.<br>-Students will use signal words in<br>their writing.<br>-Students will write a conclusion.   | -Students will need to<br>know how to organize<br>their ideas.   | -Wonders Reading<br>-WFBB  | =WFBB Recount<br>Narrative  | -Students will work on<br>adding descriptive<br>language to their writing.  |
| RL.1.3 Students will<br>describe characters,<br>setting, & major events<br>in a story, using key<br>details.<br>I can answer questions<br>about key details in a<br>story.<br>-I can name the<br>characters in a story.<br>-I can name the setting of<br>a story.<br>-I can tell the important<br>parts of the story. | -Students will answer questions<br>about the characters, setting, &<br>events in a book they have heard or<br>read.   | -Students will need to<br>know how to<br>listen/read & ask<br>questions about what is<br>read.   | -Wonders Reading<br>-Thinking Maps<br>-Accelerated Reader  | -AR quizzes<br>-iReady Reading<br>-completed Thinking<br>Maps   | -Students will continue to<br>work on reading<br>comprehension.   |
| RI.1.2 Students will<br>identify the main topic &<br>retell key details of a<br>text.<br>-I can tell the main idea of<br>a text.  | -Students can identify the main idea<br>& recall the important details of a<br>text.  | -Students will need to<br>know how to<br>listen/read & ask<br>questions about what is<br>read.   | -Wonders Reading<br>-Thinking Maps<br>-Accelerated Reader  | -AR quizzes<br>-iReady Reading<br>-completed Thinking<br>Maps   | -Students will continue to<br>work on reading<br>comprehension.   |

| -I can tell the important |  |  |  |
|---------------------------|--|--|--|
| details of a text.        |  |  |  |

Working in collaborative teams, examine all relevant documents, common core standards and then apply the criteria of endurance, leverage, and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the columns.

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