

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

<p>RF.1.3a. I can read &amp; write words with consonant digraphs.</p> <p>RF.1.3b. I can sound out words by themselves; I can sound out words in text.</p> <p>RF.1.3c. I know spelling/sound correspondences for common vowel teams.</p> <p>RF.1.3d. I know that every syllable has a vowel sound; I can count the number of syllables in a word.</p> <p>RF.1.3e. I can sound out words with two syllables.</p> <p>RF.1.3f. I can read words with different endings.</p> <p>RF.1.3g I can read first grade sight words.</p>	<p>d. Students will sound out words with one syllable.</p> <p>e. Students will sound out words with two syllables.</p> <p>f. Students will read &amp; write words with inflectional endings.</p> <p>g. Students will read the first-grade high frequency words.</p>	<p>-Students need to learn how to read &amp; write the common vowel teams.</p> <p>-Students need to be able to count the syllables in a word.</p> <p>-Students will need to read &amp; write words with inflectional endings.</p> <p>-Students need to read &amp; write high frequency words.</p> <p>-</p>	<p>-Tier 3 Intervention</p>		
<p><b>L.1.2 Students will demonstrate command of the conventions of capitalization, punctuation, &amp; spelling when writing.</b></p> <p>L.1.2a. I can capitalize dates &amp; names of people.</p> <p>L.1.2b. I can use end punctuation marks.</p> <p>L.1.2c. I can use commas in dates, &amp; between words in a series.</p> <p>L.1.2d. I can spell sight words.</p> <p>L.1.2e. I can use spelling patterns to spell words.</p>	<p>a. Students will use uppercase letters when writing dates &amp; names of people.</p> <p>b. Students will use the correct punctuation to end a sentence.</p> <p>c. Students will write dates &amp; series of words using commas correctly.</p> <p>d. Students will spell high frequency words correctly.</p> <p>e. Students will write words using knowledge of spelling patterns.</p>	<p>-Students need to write uppercase &amp; lowercase letters correctly.</p> <p>-Students need to know what type of end punctuation is needed in a sentence.</p> <p>-Students will need to know what a comma is.</p> <p>-Students will need to know the sight words.</p> <p>-Students will need to know different spelling patterns.</p>	<p>-Wonders Reading</p> <p>-WFBB mini lessons</p> <p>-Tier 2 Intervention</p> <p>-Tier 3 Intervention</p>	<p>-District Writing Assessment</p> <p>-WFBB</p>	<p>-Students will expand the sentences in their writing.</p>

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

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