Focus Topic: RL – Reading Standards for Literature   TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW ask and answer questions about key details in a text	1.RL.1	Why do some books have pictures?	Letters form words that tell stories and give valuable information	Ongoing observation & questioning during class discussions
TSW retell stories, including key details, and demonstrate understanding of their central message or lesson	1.RL.2	How can reading change the way I feel?	Stories are made up of characters, events, and a setting	Performance tasks
TSW describe characters, settings, and major events in a story, using key details	1.RL.3	Why do we have letters and words?	Illustrations help me understand the information in a book	Self-Assessment
TSW identify words and phrases in stories or poems that suggest feelings or appeal to the senses	1.RL.4			Literature Connections
TSW explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types	1.RL.5			Multiple Choice
TSW identify who is telling the story at various points in a text	1.RL.6			Projects
TSW use illustrations and details in a story to describe its characters, setting, or events	1.RL.7			Journal Writing
TSW compare and contrast the adventures and experiences of characters in stories	1.RL.9			
TSW read prose and poetry of appropriate complexity (with prompting and support)	1.RL.10			

Focus Topic: RI – Reading Standards for Informational Text   TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW ask and answer questions about key details in a text	1.RI.1	What are the basic ingredients of a story?	Knowing how a book works helps me to understand the story or ideas	Ongoing observation & questioning during class discussions
TSW identify the main topic and retell key details of a text	1.RI.2	Do all books have the same information about a topic?	Sharing my opinion about a book adds value to class discussion and my own learning	Performance tasks
TSW describe the connection between two individuals, events, ideas, or pieces of information in a text	1.RI.3	How do I pick out what is important to remember when I am reading or listening?	Asking who, what, when, where, and how helps me understand the key details of my reading	Self-Assessment
TSW ask and answer questions to help determine or clarify the meaning of words and phrases in a text	1.RI.4	How can the information learned be connected to my life?		Literature Connections
TSW 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	1.RI.5			Multiple Choice
TSW distinguish between information provided by pictures or other illustrations and information provided by the words in a text	1.RI.6			Projects
TSW use the illustrations and details in a text to describe its key ideas	1.RI.7			Journal Writing
TSW identify the reasons an author gives to support points in a text	1.RI.8			
TSW identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	1.RI.9			
TSW read informational texts at appropriate grade level (with prompting and support)	1.RI.10			

Focus Topic: RF – Reading Standards: Foundational Skills   TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate understanding of the organization and basic features of print	1.RF.1	How does the pronunciation of a word change its meaning?	Substituting or adding sounds to a word it can change the word's meaning	Ongoing observation & questioning during class discussions
TSW recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)	1.RF.1.a	Why is the spelling of a word important?	Remembering key details helps a reader better understand what is read	Performance tasks
TSW demonstrate understanding of spoken words, syllables, and sounds (phonemes)	1.RF.2	What impact do grammatical rules play when using words?		Self-Assessment
TSW distinguish long from short vowel sounds in spoken single-syllable words	1.RF.2.a			Literature Connections
TSW orally produce single-syllable words by blending sounds (phonemes), including consonant blends	1.RF.2.b			Multiple Choice
TSW isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	1.RF.2.c			Projects
TSW segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	1.RF.2.d			Journal Writing
TSW know and apply grade-level phonics and word analysis skills in decoding words	1.RF.3			
TSW know the spelling-sound correspondences for common consonant digraphs	1.RF.3.a			
TSW decode regularly spelled one-syllable words	1.RF.3.b			
TSW know final -e and common vowel team conventions for representing long vowel sounds	1.RF.3.c			
TSW use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word	1.RF.3.d			
TSW decode two-syllable words following basic patterns by breaking the words into syllables	1.RF.3.e			

Focus Topic: RF – Reading Standards: Foundational Skills (continued)

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW read words with inflectional endings	1.RF.3.f			
TSW recognize and read grade-appropriate irregularly spelled words	1.RF.3.g			
TSW read with sufficient accuracy and fluency to support comprehension	1.RF.4			
TSW read on-level text with purpose and understanding	1.RF.4.a			
TSW read on-level text orally with accuracy, appropriate rate, and expression on successive readings	1.RF.4.b			
TSW use context to confirm or self-correct word recognition and understanding, rereading as necessary	1.RF.4.c			

Focus Topic: W - Writing   TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	1.W.1	How are drawings or visual displays important to writing?	Telling the beginning, middle, and end of a story helps my reader better understand	Ongoing observation & questioning during class discussions
TSW write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.W.2	Why write?	Drawings and visual displays provide more detail to writing or speaking	Performance tasks
TSW 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	1.W.3	Why are there different types of writing?		Self-Assessment

Focus Topic:W - Writing (continued)

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Multiple Choice
TSW focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed(with guidance and support)	1.W.5			Projects
TSW use a variety of digital tools to produce and publish writing, including in collaboration with peers(with guidance and support)	1.W.6			Journal Writing
TSW participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)	1.W.7			
TSW recall information from experiences or gather information from provided sources to answer a question(with guidance and support)	1.W.8			

Focus Topic: SL – Speaking & Listening

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups	1.SL.1	What can be learned from speaking and listening?	Details provide clarity	Ongoing observation & questioning during class discussions
TSW 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)	1.SL.1.a	In what ways are words important when telling a story?	Drawings and visual displays provide more detail to writing or speaking	Performance tasks
TSW build on others' talk in conversations by responding to the comments of others through multiple exchanges	1.SL.1.b			Self-Assessment
TSW ask questions to clear up any confusion about the topics and texts under discussion	1.SL.1.c			Literature Connections
TSW ask and answer questions about key details in a text read aloud or information presented orally or through other media	1.SL.2			Multiple Choice

Focus Topic: SL – Speaking & Listening (continued)

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Journal Writing
TSW ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	1.SL.3			
TSW describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	1.SL.4			
TSW add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	1.SL.5			
TSW produce complete sentences when appropriate to task and situation	1.SL.6			

Focus Topic: L - Language

TSW = The Student Will

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate command of the conventions of standard English grammar and usage when writing or speaking	1.L.1	What impact do grammatical rules play when using words?	The correct use of words impact the understanding of what is being said	Ongoing observation & questioning during class discussions
TSW print all upper- and lowercase letters	1.L.1.a	How does the use of language impact understanding?	There are real life connections between words and their use	Performance tasks
TSW use common, proper, and possessive nouns	1.L.1.b	What are the links between reading, writing, and language?		Self-Assessment
TSW use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*)	1.L.1.c			Literature Connections
TSW use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*)	1.L.1.d			Multiple Choice

Journal Writing |

Focus Topic: **L – Language (continued)**

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*)	1.L.1.e			
TSW use frequently occurring adjectives	1.L.1.f			
TSW use frequently occurring conjunctions (e.g., *and, but, or, so, because*)	1.L.1.g			
TSW use determiners (e.g., articles, demonstratives)	1.L.1.h			
TSW use frequently occurring prepositions (e.g., *during, beyond, toward*)	1.L.1.i			
TSW produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	1.L.1.j			
TSW demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	1.L.2			
TSW capitalize dates and names of people	1.L.2.a			
TSW use end punctuation for sentences	1.L.2.b			
TSW use commas in dates and to separate single words in a series	1.L.2.c			
TSW use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	1.L.2.d			
TSW spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	1.L.2.e			

Focus Topic: L – Language (continued)

Objective(s)	Common Core Alignment	Essential Questions	Understandings	Suggested Assessments
TSW determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade appropriate reading and content, choosing flexibly from an array of strategies	1.L.4			
TSW use sentence-level context as a clue to the meaning of a word or phrase	1.L.4.a			
TSW use frequently occurring affixes as a clue to the meaning of a word	1.L.4.b			
TSW identify frequently occurring root words (e.g. *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*)	1.L.4.c			
TSW demonstrate understanding of word relationships and nuances in word meanings(with guidance and support)	1.L.5			
TSW sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent	1.L.5.a			
TSW define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes)	1.L.5.b			
TSW identify real-life connections between words and their use (e.g., note places at home that are *cozy*)	1.L.5.c			
TSW 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	1.L.5.d			
TSW 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., *because*)	1.L.6			

College and Career Readiness Anchor Standards for Reading (Grades K-8)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
Analyze how and why individuals, events, and ideas develop and interact over the course of a text
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 meaning or tone
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
Assess how point of view or purpose shapes the content and style of a text
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
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
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
Read and comprehend complex literary and informational texts independently and proficiently

College and Career Readiness Anchor Standards for Writing (Grades K-8)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
Draw evidence from literary or informational texts to support analysis, reflection, and research
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

College and Career Readiness Anchor Standards for Speaking and Listening (Grades K-8)

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
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
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
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

College and Career Readiness Anchor Standards for Language (Grades K-8)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
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