1ˢᵗ Grade English Language Arts
Pacing Guide and Unpacked Standards

GROVEPORT
MADISON
SCHOOLS

Developed by:
Jennifer Maille, GMLSD School Improvement Coordinator
Natalie Lewellen, GMLSD School Improvement Coordinator
Natalie, Blake, GMLSD School Improvement Coordinator
Kerri Lloyd, GMLSD School Improvement Coordinator
John Brown, GMLSD School Improvement Coordinator
Sheryl Hernandez, GMLSD School Improvement Coordinator
Carri Meek, School Improvement Specialist,
Instructional Growth Seminars and Support
Garilee Ogden, GMLSD Director of Curriculum, Instruction and Professional Development

Groveport Madison ELA Pacing Guide

1st	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Speaking & Listening	Language
1st 9 wks	**RF.1.1(a)** Recognize basic features of print **RF.1.2 (a,b,c,d)** Understand phonemes & syllables **RF.1.3 (a,b,c,d,e,f,g)** Apply phonics & word analysis	**RL.1.1** Ask & answer key details **RL.1.2 a,b** Analyze development of central message & retell **RL.1.6** Identify point of view **RL.1.7** Use & describe illustration & story relationship	**RI.1.1** Ask & answer key details **RI.1.2 a,b** Analyze text, identify main topic & retell key details **RI.1.6** Distinguish between visual & written information **RI.1.7** Describe key ideas through text & illustrations	**W.1.2** Write informative text **W.1.3** Write narratives	**SL.1.1 (a,b,c)** converse collaboratively **SL.1.2** Ask & answer key details about information presented	**L.1.1 (a,b,c,d,e,f,g,h,i,j)** Demonstrate conventions of grammar when writing & speaking **L.1.2 (a,b,c,d,e)** Demonstrate conventions of capitalization, punctuation & spelling
2nd 9 wks	**RF.1.2 (a,b,c,d)** Understand phonemes & syllables **RF.1.3 (a,b,c,d,e,f,g)** Apply phonics & word analysis **RF.1.4 (a,b,c)** Read with purpose & understanding	**RL.1.1** Ask & answer key details **RL.1.3** Describe major events & key details **RL.1.4** Identify words & phrases that suggest feeling in stories & poems **RL.1.5** Explain differences in storytelling vs. informational text **RL.1.9** Compare contrast adventures & experiences	**RI.1.2 a,b** Analyze text, identify main topic & retell key details **RI.1.3** Describe & connect story elements **RI.1.4** Ask & answer unknown words & phrases **RI.1.5** Use text features **RI.1.9** Identify similarities & differences of two text	**W.1.1** Write an opinion **W.1.5** Add details to strengthen writing in response to peer questions & suggestions **W.1.8** Recall information from experience or sources to answer questions with guidance & support	**SL.1.1 (a,b,c)** Converse collaboratively **SL.1.3** Ask & answer speaker's information for additional information & clarity **SL.1.4** Describe relevant details & express ideas & feelings clearly **SL.1.5** Add visuals to descriptions to clarify ideas & feelings **SL.1.6** Produce complete sentences when appropriate	**L.1.1 (a,b,c,d,e,f,g,h,i,j)** Demonstrate conventions of grammar when writing & speaking **L.1.2 (a,b,c,d,e)** Demonstrate conventions of capitalization, punctuation & spelling **L.1.4 (a,b,c)** Determine unknown and multiple meaning words & phrases
3rd 9 wks	**RF.1.3(a,b,c,d,e,f,g)** Apply phonics & word analysis **RF.1.4** Read with accurate comprehension	**RL.1.4** Identify words & phrases that suggest feeling in stories & poems **RL.1.5** Explain differences in story telling vs. informational text **RL.1.6** Identify point of view **RL.1.7** Use text illustrations & details to describe story elements	**RI.1.4** Ask & answer unknown words & phrases **RI.1.5** Use text features **RI.1.6** Distinguish between visual & written information **RI.1.7** Describe key ideas through use of text & illustrations **RI.1.8** Identify author's reasons to support points	**W.1.2** Write informative **W.1.7** Participate in shared research **W.1.8** Recall information from experience/sources to answer questions with guidance & support **W.1.6** Use digital tools to produce, publish & collaborate	**SL.1.1 (a,b,c)** Converse collaboratively **SL.1.2** Ask & answer key details about information presented **SL.1.4** Describe relevant details & express ideas & feelings clearly **SL.1.6** Produce complete sentences when appropriate	**L.1.1 (a,b,c,d,e,f,g,h,i,j)** Demonstrate conventions of grammar when writing & speaking **L.1.2 (a,b,c,d,e)** Demonstrate conventions of capitalization, punctuation & spelling **L.1.5 (a,b,c,d** Demonstrate understanding of word nuances & relationships with guidance & support
4th 9 wks	**RF.1.2 (a,b,c,d)** Understand phonemes & syllables **RF.1.3 (a,b,c,d,e,f,g)** Apply phonics & word analysis **RF.1.4 (a,b,c)** Read w/accurate comp.	**RL.1.3** Describe major events & key details **RL.1.9** Compare/ contrast characters in a story **RL.1.10** Read complex text	**RI.1.3** Describe and connect story elements **RI.1.8** Identify author's reasons to support points **RI.1.9** Identify similarities & differences of two text **RI.1.10** Read complex text w/ prompting & support;text to text or to self comparison	**W.1.1** Write an opinion **W.1.3** Write narratives **W.1.5** Add details to strengthen writing in response to peer questions & suggestions **W.1.6** Use digital tools to produce, publish & collaborate	**SL.1.1 (a,b,c)** Converse collaboratively **SL.1.3** Ask & answer speaker's information for additional information & clarity **SL.1.5** Add visuals to descriptions to clarify ideas & feelings **SL.1.6** Produce complete sentences when appropriate	**L.1.1 (a,b,c,d,e,f,g,h,i,j)** Demonstrate conventions of grammar when writing & speaking **L.1.4 (a,b,c)** Determine unknown and multiple meaning words & phrases **L.1.6** Use new words & phrases

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RL 1.1	**Standard:** Ask and answer questions about key details in a text.	**Anchor:** 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.

Essential Question
❏ How can asking and answering questions help me

   understand the text?

Essential Skills
   ❏ Identify meanings and details within a text
   ❏ Ask questions about meanings and details within a text
   ❏ Answer questions about meanings and details within a text (who, what, why, when, where)

Vocabulary
   ❏ details
   ❏ questions
   ❏ ask
   ❏ answer
   ❏ text
   ❏ information
   ❏ answer

Key Strategies

● Think aloud model: questioning

● Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?

● Have students ask questions about the story using the pictures

● When listening to a grade level appropriate complex text, students will ask and answer questions about key details.

● Students will be able to ask and answer questions in a clear and focused sentence.

● Teachers will clarify student questions and answers for understanding.

Question Stems
   ❏ Who, what, when, where questions
   ❏ Who was the story about?
   ❏ What was the story about?
   ❏ What happened in the story?
   ❏ What happened at the beginning, middle end of story?
   ❏ Ask your partner to share a detail from the text

RL K.1: With prompting and support, ask and answer questions about details in a text.	**RL 2.1:** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RL 1.2	**Standard:** Analyze literary text development.
	  a. Demonstrate understanding of the lesson.
	  b. Retell stories, including key details.
		Anchor: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Questions:

- ❏ Why is using key details from the story important in retelling the story?
- ❏ How do readers discover the central message or lesson of a text (in 3-5 we used "theme")?
- ❏ How can I retell the text to express the central message or lesson (in 3-5 we used "theme")?
- ❏ How can I use the details of the text to express the theme?

Essential Skills:
- ❏ Identify meanings and details within a story.
- ❏ Identify central message/lesson of the story.
- ❏ Retell story, including key plot points, details, and ideas.
- ❏ Apply understanding of a central message, meaning, or lesson.
- ❏ Orally demonstrate understanding of a central message, meaning or lesson.

Question Stems
- ❏ Retell what happened in the story.
- ❏ What is this story mainly about?
- ❏ What problems did the characters have?
- ❏ How did the characters solve their problem?
- ❏ What lessons were learned in the story?

Vocabulary

- ❏ retell
- ❏ details
- ❏ main event
- ❏ story
- ❏ problem
- ❏ resolution/ending
- ❏ lesson or moral
- ❏ sequence (Beginning, middle, end)
- ❏ solve
- ❏ central message
- ❏ theme

Key Strategies

- Think aloud model: rereading

- Teach a student how to retell, beginning with the characters and sequence of events.

- Have students retell the story using the pictures.

- Begin with oral retelling

- Students will retell the story while demonstrating an understanding of key details.

- Students will be able to identify the central message or lesson of the story.

- Students will be able to retell a story in sequential order.

- Students will be able to identify the problem and solution of the story.

- Students will be able to determine importance based on key details in the text.

RL K.2: With prompting and support, retell familiar stories, including key details.	**RL 2.2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RL 1.3	**Standard:** Describe characters, settings, and major events in a story, using key details.	**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Question

❑ How do readers identify and describe story elements?

Essential Skills

- ❑ Define character.
- ❑ Define setting.
- ❑ Define major events.
- ❑ Define key details.
- ❑ Identify characters using key details.
- ❑ Identify setting using key details.
- ❑ Identify major events using key details.
- ❑ Describe characters using key details, discern which details are important.
- ❑ Describe setting using key details, discern which details are important.
- ❑ Describe major events using key details, discern which details are important.
- ❑ Orally demonstrate understanding of a central message, meaning or lesson.

Vocabulary

- ❑ identify
- ❑ characters
- ❑ setting
- ❑ plot
- ❑ events
- ❑ sequence
- ❑ problem
- ❑ resolution
- ❑ lesson or moral
- ❑ theme

Key Strategies

- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking

- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember

- After listening to a first grade appropriate complex text, the student will be able to identify the characters, setting, and major events in the story using key details.

- Students will be able to identify how the characters are feeling or behaving throughout the story using key details.

Question Stems

- ❑ Who are the characters in the story?
- ❑ Who is the main character in the story?
- ❑ What is the setting of the story?
- ❑ What is the problem or plot in the story?
- ❑ How do the characters in the story solve their problem?
- ❑ What happens at the beginning, middle, end of the story.
- ❑ How are the characters behaving or feeling at the beginning, middle, and end of the story?
- ❑ How do we know the characters are feeling? or are going to do?

RL K.3: With prompting and support, identify characters, settings, and major events in a story.	**RL 2.3:** Describe how characters in a story respond to major events and challenges and how these events influence the characters.

RL 1.4	**Standard:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**Anchor:** 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.

Essential Questions

- ❑ How does word choice impact the overall meaning of the text?
- ❑ How does the author's choice of words show feelings or the senses?

Essential Skills

- ❑ Identify words in stories or poems.
- ❑ Identify phrases in stories or poems.
- ❑ Identify the various senses.
- ❑ Identify feelings.
- ❑ Recognize words and phrases that suggest feelings.
- ❑ Recognize words and phrases that appeal to the senses.
- ❑ Identify words and phrases in stories/poems that suggest feelings.
- ❑ Identify words and phrases in stories/poems that appeal to the senses.

Vocabulary

- ❑ story
- ❑ poems
- ❑ word
- ❑ identify
- ❑ senses
- ❑ feelings
- ❑ poetry
- ❑ phrase
- ❑ sentence
- ❑ appeal

Key Strategies

- Think aloud model: Teacher talks about feeling words and how the story/poem makes him/her feel as the story is read aloud; Say aloud what you are thinking and feeling, ask students what they are thinking and feeling

- Stop occasionally during reading to share think alouds orally

- Students will identify words and phrases within a first grade appropriate complex text that appeal to the senses and suggest the feelings experienced by the character.

- Students will be able to identify the difference between a word, phrase, and sentence.

- Students will understand the difference between a story and a poem.

- Students will be able to understand feelings that are exhibited in a story or poem.

Question Stems

- ❑ How does this story or poem make you feel when you read it?
- ❑ Does the character use their five senses in this story?
- ❑ How do we know the character feels happy, sad, or angry?
- ❑ Identify what the character hears, sees, …..?
- ❑ What words in the story tell us what the setting looks like?
- ❑ Is this a story or a poem? How do you know?

RL K.4: Ask and answer questions about unknown words in a text. **(See grade K Language Standards 4-6 for additional expectations).**	**RL 2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language Standards 4-6 for additional expectations.)**

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RL 1.5	**Standard:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**Anchor:** 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.

Essential Question

❏ How do readers approach different text types?

Essential Skills

❏ Define fiction.
❏ Define non-fiction.
❏ Recognize characteristics of fiction.
❏ Recognize characteristics of nonfiction.
❏ Recognize fiction in different forms and presentations.
❏ Recognize nonfiction in different forms and presentations.
❏ Explain how a text for a story is different from a text written for information.

Vocabulary

❏ explain
❏ difference
❏ story
❏ poem
❏ information
❏ text
❏ narrative
❏ expository
❏ characters
❏ fiction
❏ non-fiction

Key Strategies

● Use prompting and question stems

● Students will understand the structure of a narrative text.

● Students will understand the structure of an informational text.

● Students will understand the difference between narrative and informational text

● Students will be able to distinguish between story and informational text.

● Students will be able to identify a text's genre.

Question Stems

❏ Is this a book that tells a story or gives information? How do you know?
❏ Explain if it is fiction or non-fiction
❏ What is this book about?
❏ What information can we gather from this book (what can we learn from this book)?
❏ Who are the characters?
❏ Where does the story take place?
❏ What happens in the story?

RL K.5: Recognize common types of texts (e.g. storybooks, poems, fantasy, realistic text).	**RL 2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RL 1.6	**Standard:** Identify who is telling the story at various points in a text.	**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

Essential Question

❏ Why is it important to know who is telling the story?

Essential Skills

❏ Recognize when the narrator is telling the story.
❏ Identify the characters in a story.
❏ Identify who is telling the story at various points.
❏ Identify points of view of narrator and different characters in a story.

Vocabulary

❏ narrator/narrate
❏ character
❏ dialogue
❏ author
❏ author's voice
❏ quotations
❏ point of view

Key Strategies

● Use prompting and question stems

● Read aloud model: change speaking voice for each character when reading dialogue

● Students identify the points at which different characters are telling the story in a first grade appropriate complex text.

● Students will be able to identify a narrator.

● Students will be able to identify a character.

● Students will understand the concept of dialogue.

● Students will understand the convention of quotation marks.

● Students will be able to identify who is speaking at various points in the text.

● How does the author utilize dialogue in a text?

Question Stems

❏ Who is telling the story?
❏ What does the narrator of a story do?
❏ What does an author do?
❏ Who is talking? How do we know?
❏ How many characters are in the story?
❏ What are the names of the characters?
❏ What are the characters in the story saying?
❏ Who is the story about?

RL K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL 2.6: Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RL 1.7	**Standard:** Use illustrations and details in a story to describe its characters, settings, or events.	**Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Questions
- ❏ What can illustrations tell me about the story?
- ❏ What can illustrations tell me about story elements?

Essential Skills
- ❏ Recognize story characters.
- ❏ Recognize story setting.
- ❏ Recognize story events.
- ❏ Use story illustrations and details to identify characters.
- ❏ Use story illustrations and details to identify setting.
- ❏ Use story illustrations and details to identify events.

Vocabulary
- ❏ characters
- ❏ settings
- ❏ events
- ❏ story
- ❏ illustrations
- ❏ describe
- ❏ details

Key Strategies

- ● Ask students to look through the book and pictures and describe the story (characters, setting, events) based on the illustrations

- ● Use prompting and question stems

- ● Teacher models using illustrations to understand the character, identify the setting and key events.

- ● Teacher models matching the illustrations with the details to show how they support each other.

- ● Student uses illustrations to understand the character, identify the setting and key events.

- ● Student matches the illustrations with the details to show how they support each other.

Question Stems
- ❏ What is an illustration?
- ❏ Where can we look to find details about the story characters (ex. How they look, where they live)?
- ❏ How do illustrations help us understand the events in the story?
- ❏ Describe details from illustrations.
- ❏ Where does the story take place (setting)? How do we know?

RL K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RL 1.9	**Standard:** Compare and contrast the adventures and experiences of characters in stories.	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Question

❏ How can you compare and contrast characters in stories?

Essential Skills

❏ Identify the characters in a story
❏ Understand comparison (similarities).
❏ Understand contrast (differences).
❏ Understand what an adventure is..
❏ Understand what an experience is.
❏ Compare/contrast details from stories about the experiences of the characters.
❏ Understand the "who" and "what" within stories.

Vocabulary

❏ compare (similarities)
❏ contrast (differences)
❏ adventures
❏ experiences
❏ characters

Key Strategies

● Use prompting and question stems

● Students will be able to identify the characters in a story.

● Students will understand a character's traits based on what the character says, how the character acts, and what the character looks like.

● Students will be able to identify how characters are similar

● Students will be able to identify how characters are different.

● Students will be able to identify adventures or experiences a character has.

● Students will be able to cite evidence from the text to support their reasoning.

Question Stems

❏ How is similar to in a story?
❏ How are and different?
❏ What adventures did have in the story?
❏ What experiences did __and __have in the story?
❏ How are their adventures similar? How are they different?
❏ How are their experiences similar (compare)?
❏ How are their experiences different (contrast)?

RL K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL 2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RL 1.10	**Standard:** With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

Essential Question
- ❏ What strategies do I use to become an independent reader?

Essential Skills
- ❏ Identify/understand key ideas and details with prompting and support.
- ❏ Identify/understand craft and structure with prompting and support.
- ❏ Comprehend key ideas and details with prompting and support.
- ❏ Comprehend craft and structure with prompting and support.

Vocabulary
- ❏ retell
- ❏ recall
- ❏ compare
- ❏ predict
- ❏ identify
- ❏ prose

Key Strategies
- Poetry introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the poem

- Students should be encouraged to focus on the poem, predicting what the poem may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students requests to clarify concepts and vocabulary which are unclear.

Question Stems
- ❏ Retell the text (prose/poetry)
- ❏ Does this story/poem remind you of any other stories/poems we have read?
- ❏ Compare this piece to other pieces of text you have read.
- ❏ Identify similarities between the two pieces.
- ❏ What other stories or poems have you read about _____?
- ❏ Predict what you think will happen next in the story?
- ❏ What makes you think that will happen?
- ❏ How do you know?

- Follow the events of a plot with multiple events.

- Pick up important information and remember to use it during discussion.

- Make predictions about what will happen next.

- Make predictions about what a character is likely to do. Use evidence from the text to support predictions (I think. . . because . .)

RL K.10: Actively engage in group reading activities with purpose and understanding.
   a. Activate prior knowledge related to the information and events in texts.
   b. Use illustrations and context to make predictions about text.
	RL 2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RI 1.1	**Standard:** Ask and answer questions about key details in a text.	**Anchor:** 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.

Essential Question

❏ How can asking and answering questions help me understand the text?

Essential Skills

❏ Understand how to ask a question about text.
❏ Understand how to answer questions about text.
❏ Respond in clear, focused sentences.
❏ Answer who, what, where, when, and how questions.
❏ Identify main events, and key details within a text.

Vocabulary

❏ question
❏ answer
❏ identify
❏ ask
❏ detail
❏ text
❏ events
❏ learn

Key Strategies

● Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students what they are thinking; Does that make sense?

● Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.

● Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group

Question Stems

❏ What is this story about?
❏ How do we know __?
❏ What is the most important idea or part of this text?
❏ What can we learn from this book?
❏ What details help us know how ___ does ____?
❏ Where can we find ___?
❏ What details were important?
❏ What events happened first, second, third?
❏ Can you identify the main event?
❏ How do you know this is the main event?

● Teacher models answering a question in a complete sentence.

● Teacher models answering a question using key details from the text.

● Teacher models answering who, what, where, when, and how questions.

● Teacher models asking questions about key details in a text.

● Teacher models identifying the main event.

RI K.1: With prompting and support, ask and answer questions about key details in a text.	**RI 2.1:** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RI 1.2	**Standard**: Analyze informational text development. 　　a. Identify the main topic. 　　b. Retell key details of a text.	**Anchor:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Essential Questions

❏ Why is identifying the main topic from the text important?
❏ How do readers retell informational text?

Essential Skills

❏ Identify topics within text.
❏ Identify main ideas, key details in text.
❏ Understand how to retell text, recounting key details.

Vocabulary

❏ identify
❏ main topic
❏ retell
❏ key details
❏ important
❏ text
❏ details

Key Strategies

● Teach a student how to retell, beginning with the characters and sequence of events.

● Have students retell the story using the pictures.

● Begin with oral retelling

● Teacher models identifying the main topic in a text.

● Teacher models retelling the text using key details.

Question Stems

❏ Tell me what we can learn about from this text?
❏ What is this book mostly about? How do you know?
❏ What are the important details about_____ in the text?
❏ Can you retell the story to a friend?
❏ What were the important details that your partner needs to know?

RI K.2: With prompting and support, identify the main topic and retell key details of a text.	**RI 2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RI 1.3	**Standard**: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Anchor:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Questions
❑ How can making connections help understand informational text?

❑ How do you describe the connection between two events?

Essential Skills
❑ Understand the purpose of informational text
❑ Understand the structure of informational text.
❑ Use written and graphic elements to derive meaning (comprehension) of informational text.
❑ Connect individuals and events within informational text.
❑ Describe main ideas in informational text.
❑ Distinguish what is an important piece of information.
❑ Link people and their ideas.

Vocabulary
❑ text
❑ graphics
❑ illustrations
❑ picture
❑ photograph
❑ diagram
❑ labels
❑ character
❑ events
❑ details
❑ information

Key Strategies

● Teacher models identifying the purpose of informational text.

● Teacher models using written and graphic elements to derive meaning in an informational text.

● Teacher models describing main ideas in an informational text.

● Teacher models distinguishing an important piece of information.

Question Stems
❑ What can we learn for this text?
❑ How are_____ and _ __ connected in this text?
❑ Do these illustrations/graphics/pictures give you a hint to what will happen next? How do you know?
❑ What are the main events in the text?
❑ What happened first, next, last?
❑ What caused _ __ to happen?
❑ How do you know? What information tells_____ _?
❑ What did the characters in the text do next?
❑ What details in the story give you information about the characters?

RI K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**RI 2.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RI 1.4	**Standard** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language Standards 4-6 for additional expectations.)**	**Anchor:** 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**.**

Essential Questions

❏ Why is it important for readers to identify words they do not know? (same as K.RL.4)

❏ What strategies do readers use to determine unknown words?

Essential Skills

❏ Ability to ask clarifying questions about texts.
❏ Ability to express own understanding of the meaning of a text.
❏ Identify a word that is unknown.
❏ With support -self-monitor by identifying unknown words, decode, re-read for clarification.
❏ Understand the use of context clues such as in determining the meaning of unknown words.

Vocabulary

❏ clarify
❏ determine
❏ context
❏ ask
❏ answer
❏ unknown
❏ words
❏ text
❏ clue
❏ context
❏ re-read
❏ decode

Key Strategies

● Understand that meaning can also be derived from using pictures, graphics, and illustrations.

● Understand that students can infer the meaning of words using pictures, graphics, and illustrations as well as text.

Question Stems

❏ What can you do when you get to word you don't know?
❏ Is this a word/phrase you know, have heard?
❏ What can you do when you get to an unknown word?
❏ What can you do to help yourself?
❏ Look at the picture, graphic, illustration; is there something there to help you figure out what the word is?
❏ Re-read the sentence, do the other words help you understand?

RI K.4: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **(See grade K Language Standards 4-6 for additional expectations.)**	**RI 2.4:** Determine the meanings of words and phrases in a text relevant to a *grade 2 topic or subject area*. **(See grade 2 Language Standards 4-6 for additional expectations.)**

RI 1.5	**Standard:** 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.	**Anchor:** 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.

Essential Question

❏ Identify the front cover, back cover, and title page of a book.

Essential Skills

❏ Identify headings and their purposes
❏ Identify and use table of contents to locate facts
❏ Identify and use glossary to locate facts
❏ Understand computer icons and menus to locate information

Vocabulary

❏ identify
❏ different
❏ parts
❏ explain
❏ meaning
❏ table of contents
❏ glossary
❏ headings

Key Strategies

● Students are able to identify and use various text features.

● Students demonstrate an understanding of text features.

● Students are able to locate key facts or information in a text.

● Students are able to synthesize information using features and text.

● Students will locate information on a computer using icons and menus.

Question Stems

❏ Can you identify the different parts of this book?
❏ Can you explain how the different parts are used?
❏ If you wanted to find the meaning of a word in this book where would you look?
❏ Look in the table of contents and find the page number for_____?_____?

RI K.5: Identify the front cover, back cover, and title page of a book.

RI 2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RI 1.6	**Standard** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Anchor:** Assess how point of view or purpose shapes the content and style of a text.

Essential Question

❏ How do images and words provide information?

Essential Skills

❏ Analyze how the illustration presents information and ideas
❏ Analyze how the words present information and ideas
❏ Understand the role of an illustrator
❏ Understand the role of an author

Vocabulary

❏ author
❏ illustration
❏ illustrator
❏ distinguish

Key Strategies

- Use illustrations/photographs and text to read closely and critically.

- Distinguish between illustrations and photographs.

- Distinguish between the roles of the illustrator/photographer and the author.

- Distinguish between information coming from the illustrations/photographs and the text.

Question Stems

❏ What does the author do?
❏ What does the illustration do?
❏ Do you think they would work together on a book?
❏ Why would a book need an illustrator and an author?
❏ What do the illustrations tell us about the words?
❏ What do the words tell us about the illustrations?

RI K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RI 1.7	**Standard:** Use the illustrations and details in a text to describe its key ideas.	**Anchor:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Essential Question

❏ How can illustrations help me understand information?

Essential Skills

❏ Recognize what is an illustration (picture, photo, drawing)
❏ Understand and follow the information in the text
❏ Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about
❏ With help, connect the illustrations with the message

Vocabulary

❏ Illustration
❏ describe
❏ relationship
❏ text
❏ person
❏ place
❏ idea
❏ thing
❏ depict
❏ shows
❏ tells

Key Strategies

● Teacher models using the illustrations to describe key ideas in a text.

● Teacher models connecting the illustrations to key ideas in the text.

● Teacher models recognizing how the illustrations help you understand the text.

● Teacher models using the different types of illustrations in a nonfiction text.

Question Stems

❏ What can you learn from the illustrations?
❏ What do you think the writer is trying to say? What in the picture helps you think that?
❏ Why do you think the illustrator put in that picture?
❏ Does the illustration match what the writer is trying to say?
❏ Do you think the story and the picture are connected?
❏ Describe how the picture helps you understand what the author has written.

RI K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI 2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI 1.8	**Standard:** Identify the reasons an author gives to support points in a text.	**Anchor:** 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.

Essential Question

❏ How does an author support what he says in the text?

Essential Skills

❏ Know how to link people and their ideas
❏ Know that an author writes to share what he/she thinks
❏ Know that authors use details to help make a point
❏ Understand that authors try to explain their thinking
❏ Know that an author may have more than one reason to explain his thinking.

Vocabulary

❏ reasons
❏ author
❏ explain
❏ tells
❏ writing
❏ text
❏ support
❏ points

Key Strategies

● Teacher models how an author shares his thinking.

● Teacher models how authors use details to make a point.

● Teacher models how an author provides reasons to explain his thinking.

● Teacher models that an author has a purpose for writing.

Question Stems

❏ What does the writer think about this problem?
❏ Why do you think the author wrote that?
❏ Were there any reasons why you think the author like…?
❏ What in the writing made you think that?
❏ What were the reasons the author wrote this piece?
❏ How and where did the author support his reasoning?
❏ What important points does the author make?

RI K.8: With prompting and support, identify the reasons an author gives to support points in a text.

RI 2.8: Describe how reasons support specific points the author makes in a text.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RI 1.9	**Standard:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Anchor:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Question

❏ How can two texts be the same or different?

Essential Skills

- ❏ Understand the two texts on the same topic
- ❏ Identify the similarities in the two texts
- ❏ Identify the differences between the two texts

Vocabulary

- ❏ illustration
- ❏ similarities
- ❏ differences
- ❏ text

Key Strategies

- Teacher models identifying the similarities between two texts.

- Teacher models identifying the differences between two texts.

- Teacher models using illustrations, descriptions, or procedures to identify similarities and differences in a text

Question Stems

- ❏ What can we learn from this text?
- ❏ We read two books, what is different about them? What is the same?
- ❏ Can you fill in the Thinking Map showing the similarities and differences of the two texts?
- ❏ Do both books have illustrations? How were they used in both books?
- ❏ What did the illustrations in the books tell you?

RI K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI 2.9: Compare and contrast the most important points presented by two texts on the same topic.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

RI 1.10	**Standard:** With prompting and support, read informational texts appropriately complex for grade 1.	**Anchor:** Read and comprehend complex literary and informational texts independently and proficiently.

Essential Question

❑ What strategies do I use to become an independent reader?

Essential Skills

- ❑ Work in groups
- ❑ Read with a purpose
- ❑ Understand what is read individually
- ❑ Understand what is read by others
- ❑ Contribute to the group (help understand what is being read)

Question Stems

- ❑ Talk to your partner about _____.
- ❑ Help your partner. . . . .
- ❑ Everyone needs to take a turn talking about what is happening on the page in the book.
- ❑ What do you think will happen next?
- ❑ What clues gave you that idea?
- ❑ What does your partner think?

Vocabulary

- ❑ partner
- ❑ purpose
- ❑ individual
- ❑ contribute

Key Strategies

- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group- processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Students can turn and talk about an appropriately complex nonfiction text (with prompting and support).
- Students can have a purposeful discussion of information learned from an appropriately complex nonfiction text (with prompting and support).
- Students are able to make a meaningful contribution to a group (with prompting and support).
- Students are able to retell what has been read individually and by others (with prompting and support).
- Students are able to synthesize what has been read and discussed to understand complex text (with prompting and support).

RI K.10: Actively engage in group reading activities with purpose and understanding.
- a. Activate prior knowledge related to the information and events on texts.
- b. Use illustrations and context to make predictions about text.

RI 2.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF 1.1	**Standard**: Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**Anchor:** Anchor standards do not exist for RF standards

Essential Question

❏ How do sentences help me read?

Essential Skills

❏ Know that sentences begin with a capital letter
❏ Know that a sentence conveys a complete thought
❏ Know that sentences need ending punctuation
  - o question   ?
  - o period   .
  - o exclamation !

Vocabulary

❏ organization
❏ word
❏ sentence
❏ names
❏ beginning
❏ ending
❏ punctuation
❏ capitalization
❏ question mark
❏ period
❏ exclamation mark

Key Strategies

- Follow words from left to right and from top to bottom on the printed page.
- Recognize that sentences in print are made up of separate words.
- Understand the concept of sentence (as a group of words with ending punctuation)
- Understand the concept of letter and word (as a single character or a group of letters).
- Use left to right directionality of print in reading and writing.
- Use spaces between words when writing.
- Match one spoken to one written word while reading and writing.
- Demonstrate knowledge of the use of upper• and lowercase letters of the alphabet.
- Use periods, exclamation points, and question marks as ending marks.
- Notice the use of punctuation marks in books and try them out in own writing.
- Read one's writing and think where punctuation would go.

Question Stems

❏ Show me where to begin reading.
❏ Distinguish UC from LC letters
❏ Identify basic punctuation period, quest
❏ Basic capitalization (First Letter of Sentence, Proper Nouns)
❏ Know that print contains message
❏ Know that illustrations add detail
❏ Did you start the sentence with a capital?
❏ How should you start that sentence?
❏ Does your sentence tell who did what?
❏ How should your sentence end?
❏ Do you need something at the end of your sentences?

RF K.1: Follow words from left to right, top to bottom, and page by page	**RF 2.1: N/A**

| **RF 1.2** | **Standard:** Demonstrate understanding of spoken words, syllables, and phonemes (sounds).
    a. Distinguish long from short vowel sounds in spoken single-syllable words.
    b. Orally produce single-syllable words by blending phonemes, including consonant blends.
    c. Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
    d. Segment spoken single-syllable words into their complete sequence of individual phonemes | **Anchor:** Anchor standards do not exists for RF |

Essential Question

❑ How are words made up of sounds?

Essential Skills

❑ Know the sound symbol correspondence of all short and long vowel sounds.
❑ Identify vowels/vowel sounds within single syllable words (ex. cvc words)
❑ Isolate and blend phonemes in single syllable words.
❑ Identify phonemes in the initial, medial and final position in spoken single syllable words.
❑ Articulate simple decodable words, identifying all phonemes in the initial, medial and final position.
❑ Segment phonemes in proper order. (ex. c-a-t = cat).

Vocabulary

❑ distinguish
❑ vowel
❑ consonant
❑ sound
❑ segment
❑ blend
❑ syllable
❑ initial (beginning)
❑ medial (middle)
❑ final (end)

Key Strategies

● Encourage sharing their strategy by saying: Can you find the part of the word which was difficult for you to read? How did you figure it out?"

● Does it make sense?

● Do those letters make the word?

● Does that look like …?

● Does that sound right?

Question Stems

❑ What sound do we hear at the beginning of_____?
❑ What sound do we hear in the middle of _____?
❑ What sound do we hear in the end_____ _.
❑ What is the first sound in _____? Last_____ _____?
❑ Stretch the word ___,
❑ On your arm, tap the sounds you hear in __
❑ What word do you make by putting together the sounds /m/a/H/?

| **RF K.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | **RI 2.1: N/A** |

RF 1.3	**Standard:** Know and apply grade-level phonics and word analysis skills in decoding words.
	   a. Know the spelling-sound correspondences for common consonant digraphs.
	   b. Decode regularly spelled one-syllable words.
	   c. Know final –e and common vowel team conventions for representing long vowel sounds.
	   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
	   f. Read words with inflectional endings.
	   g. Recognize and read grade-appropriate irregularly spelled words.
		Anchor:

Essential Questions

❏ How can sounds help me understand a word?
❏ How can recognizing grade level words help me be a better reader?

Essential Skills

❏ Understand that sometimes two consonant letters make one sound (e.g.,/sn/wh/khl)
❏ Read and pronounce the sounds represented in one – syllable words
❏ Know that in many short words that end in e the vowel has a long sound
❏ Understand that words have parts and each part needs a vowel
❏ Use inflectional ending like –ed, -es-ing, to read words
❏ Know the role that inflectional endings play in making words
❏ Know rules for breaking words apart like double consonants, inflected endings
❏ Understanding that each syllable must contain a vowel sound, use this knowledge to identify syllables within written words.
❏ Ability to decode simple two syllable words following the vowel pattern for syllable division.
❏ Ability to recognize and read **grade 1** irregularly spelled words/sight words and words with inflectional endings (look, looked)

Vocabulary

❏ decode
❏ syllable
❏ sounds
❏ silent e
❏ vowel
❏ consonant
❏ pattern
❏ endings
❏ diagraph

Key Strategies

● Recognize and use beginning consonant sounds and the letters that represent them to read and write words.
● Recognize that letter clusters (blends and digraphs) represent consonant sounds
● Hear and identify long and short vowel sounds in words and the letters that represent them
● Recognize and use other vowel sounds
● Recognize and use a large number of phonograms (VE, CVC, CVCe, VCC)
● Understand how vowels appear in syllables
● Recognize and use endings that add –s to a verb to make it agree with the subject
● Recognize and use endings that add •ing to a verb to denote the present participle
● Recognize and use endings that add –ed to a verb to make it past tense
● Remove the ending from a base word to make a new word.

Question Stems

❏ When I point to a letter tell me if it is a vowel or consonant?
❏ What can you do when you get to a word you don't know?
❏ What do you hear at the beginning, middle, end of this word.
❏ Stretch the sounds…., now put them together quickly.
❏ Can you hear the differences between long and short vowel sounds?
❏ Did you see any silent letters
❏ How many syllables does this word have?
❏ Tap out the syllables in the word…..
❏ Are there any chunks you know?

RF K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does).*
  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ*.*

RI 2.3: Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**

  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  b. Know spelling-sound correspondences for additional common vowel teams.
  c. Decode regularly spelled two-syllable words with long vowels.
  d. Decode words with common prefixes and suffixes.
  e. Identify words with inconsistent but common spelling-sound correspondences.
  f. Recognize and read grade-appropriate irregularly spelled words.

RF 1.4	**Standard**: Read with sufficient accuracy and fluency to support comprehension.
	  a. Read on-level text with purpose and understanding.
	  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	  c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
		Anchor: N/A

Essential Question

Essential Skills
- ❏ Bank of known sight words.
- ❏ Understand meaning is contained in text.
- ❏ Early self-monitoring/correcting behaviors
- ❏ Use re-reading as a strategy to help understand text

Vocabulary
- ❏ fluency
- ❏ accuracy
- ❏ expression
- ❏ recognition
- ❏ comprehension
- ❏ reread
- ❏ punctuation
- ❏ period
- ❏ comma

Key Strategies

- Recognize a core of high •frequency words as signposts in continuous texts
- Reflect meaning with the voice through pause, stress, and phrasing.
- Show interpretation of character's intentions or feelings in the voice while reading.
- Use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- Quickly and automatically solve most words in the text in a way that support fluency.
- Demonstrate competent, active word solving while reading at a good pace – less overt problem solving.
- Reread to solve words or think about ideas and resume good rate of reading.

Question Stems
- ❏ What can you do when you get to a word or part you don't know?
- ❏ How can you help yourself? Correct
- ❏ Can you get your mouth ready for the first sound….,, stretch the sounds.
- ❏ Reread the sentence again, make it sound like talking.
- ❏ Reread the story from the beginning.
- ❏ What is this book about?
- ❏ What helps you know what it is about?
- ❏ What do we do with our voice when we reach a period, comma?

RF K.4: Read emergent-reader texts with purpose and understanding.	**RF 2.4** Read with sufficient accuracy and fluency to support comprehension.
	  a. Read on-level text with purpose and understanding.
	  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	  c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

W 1.1	**Standard:** Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	**Anchor:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Essential Questions

❑ How do writers express an opinion?

❑ How can I use reasons to support my opinion?

Essential Skills

❑ Understand the concept of having an opinion
❑ Identify a favorite book or story
❑ To express orally an opinion such as like or dislike of a chosen book or story. Support that opinion with a reason.
❑ Write a brief opinion piece about a book or story. Provide a reason for that opinion.
❑ Provide enough detail to bring the written piece to a reasonable closure.
❑ Identify a topic for their writing.

Vocabulary

❑ Opinion
❑ reasons
❑ topic
❑ details
❑ title
❑ ask and answer

Key Strategies

● Define/explain an opinion
● Give examples of an opinion
● Have students demonstrate their understanding of an opinion
● How did the student arrive at his/her opinion?
● What reasons support the opinion?
● Teach how to write a topic sentence
● Define/explain closure
● Demonstrate writing a concluding sentence
● Discuss identifying a topic for an opinion piece

Question Stems

❑ What did you like best?
❑ Name your favorite book or story
❑ Why did you choose this book or story?
❑ What did you like best?
❑ What are you going to write about? Why?
❑ Tell me two things you like about_____.
❑ Write about_____ include the reasons you chose this topic.
❑ How will you end your writing?

W K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is.. . . .).

W 2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also),* to connect opinion and reasons, and provide a concluding statement or section.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

W 1.2	**Standard:** Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	**Anchor:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Essential Question

❏ How can I use facts to write an informational piece?

Essential Skills

❏ Ability to write complete sentences
❏ Ability to retell orally a familiar event or experience noting details
❏ Ability to identify facts within a text
❏ Ability to select a topic of interest to write about
❏ Ability to tell what they are writing about
❏ Ability to organize their ideas so they can be written logically.

Vocabulary

❏ information
❏ facts
❏ explanation
❏ write
❏ details

Key Strategies

● Explain/define informative/explanatory text

● Discuss identifying a topic for an informative/explanatory text

● What is a sentence?

● Teach how to write a topic sentence. Explain/define closure.

● Demonstrate writing a concluding sentence

Question Stems

❏ Chose a topic to write about.
❏ Decide what information you will write about.
❏ How will you organize your ideas?
❏ What is your topic sentence?
❏ What details do you have to support your topic?
❏ Where will you get your information?

W K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W 2.2: Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

W 1.3	**Standard:** Write narratives to 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.	**Anchor:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.

Essential Question

❏ How can I include details to express an event in order?

Essential Skills

- ❏ Ability to retell familiar events in sequence order
- ❏ Identify major events
- ❏ Write a brief narrative around a center focus
- ❏ Bring the writing to an end

Vocabulary

- ❏ Sequence
- ❏ event
- ❏ time
- ❏ order

Key Strategies

- Define narrative
- Model and provide examples of narrative text
- Identify major events in a narrative
- Define/demonstrate sequencing events
- Define/demonstrate details
- Define/demonstrate transition (temporal) words
- Define/demonstrate closure

Question Stems

- ❏ Tell me about _ _____.
- ❏ What event happened first, next, etc?
- ❏ When did you do this?
- ❏ What was your main event?
- ❏ Can you organize your thoughts using sequencing?
- ❏ What words will you use to signal another event?
- ❏ When did the events happen?

W K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W 2.1: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

W 1.5	**Standard:** 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.	**Anchor**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Essential Question

❏ How can answering questions from others help improve my writing?

Essential Skills

- ❏ Generate a topic to write about
- ❏ Know how to take ideas from a graphic organizer or chart to write about
- ❏ Organize the writing so that it moves logically
- ❏ Write sentences with details
- ❏ Know that you can add sizes, colors, and other adjectives to writing to strengthen it
- ❏ When reading with an adult, be able to recognize unrelated ideas
- ❏ Work with peers

Vocabulary

- ❏ focus
- ❏ details
- ❏ revise
- ❏ edit
- ❏ improve
- ❏ sequence

Key Strategies

- Define the term "topic"
- Teach students how to respond to questions and suggestions from peers
- Teach students how to give helpful, constructive suggestions
- Define the term "details"
- Teach students how to add details
- Teach students how to use a graphic organizer
- Swap papers with a partner, focus on editing and revising each other's papers

Question Stems

- ❏ What is your topic?
- ❏ What details will you add to support the topic
- ❏ What happened first? Second? Last?
- ❏ Can you tell a friend what you will be writing in the correct sequence?
- ❏ How will you revise your writing?
- ❏ What details are the most important to include in your writing?
- ❏ Swap papers with a partner, focus on editing and revising each other's papers.

W K.5: 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.	**W 2.5:** With guidance and support from adults and peers, focus on topic and strengthen writing as needed by revising and editing.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

W 1.6	**Standard:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**Anchor:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Essential Question
- ❑ How can technology be used as a tool to write, publish, and/or collaborate?

Essential Skills
- ❑ Understand how to use a computer
- ❑ With guidance know how to use PowerPoint
- ❑ Understand how to print
- ❑ Know how to use the computer toolbar
- ❑ Know how to use a mouse
- ❑ Understand how to save materials
- ❑ Work collaborative with a partner

Vocabulary
- ❑ Cooperate
- ❑ computer
- ❑ keyboard
- ❑ monitor/screen
- ❑ information

Key Strategies

- Have students use a computer keyboarding program.

- Teach students publishing tools (e.g. Word, PowerPoint etc.).

- Teach students how to use the toolbar, printer, mouse etc.

- Provide a list of safe sites for students

- Teach students to work collaboratively.

Question Stems
- ❑ Can you turn on your computer?
- ❑ Do you know how to save information?
- ❑ Would you rather present your information using PowerPoint?
- ❑ Where will you look for information?
- ❑ Did you find a site that was most helpful?
- ❑ What information are you looking for?

W K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**W 2.1:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

W 1.7	**Standard:** 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).*	**Anchor:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Essential Question

- ❏ How can I contribute to a shared research project?

Essential Skills

- ❏ Write simple sentences
- ❏ Understanding of informational texts structure
- ❏ Locate information within text
- ❏ Identify sequence in how to guide
- ❏ Information
- ❏ Facts
- ❏ Explanation

Vocabulary

- ❏ research
- ❏ directions
- ❏ sequence
- ❏ instruction
- ❏ fact
- ❏ fiction

Key Strategies

- ● Define/distinguish between fact / fiction
- ● Define/explain research
- ● Teach informational text structure
- ● Teach/show sequence in a "how to" guide
- ● Teach how to write a sentence
- ● Teach writing using transitional words first, second, third, etc.
- ● Demonstrate writing a concluding sentence

Question Stems

- ❏ Who is the author of the book you read?
- ❏ Was this book fact or fiction?
- ❏ How do you know if it is fact or fiction?
- ❏ What do you do first, second, third, etc?
- ❏ Locate_____ in the text.

W K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**W 2.7:** Participate in shared research and writing projects *(e.g., read a number of books on a single topic to produce a report; record science observations).*

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

W 1.8	**Standard:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**Anchor:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Essential Question

❏ How can I gather information to answer a question?

Essential Skills

❏ Retell / recall key details
❏ Describe personal experiences
❏ Locate information within text
❏ Know that information can come from different sources, (e.g., books, digital, print)

Vocabulary

❏ collect
❏ gather
❏ select
❏ recall
❏ information
❏ retell
❏ describe
❏ sources
❏ encyclopedia
❏ non-fiction
❏ expository
❏ magazine
❏ article

Key Strategies

● Teach how to use sources to answer a question

● Teach how to locate information in a text

● Teach how to retell/recall key details

● Teach how to retell/recall personal experiences succinctly

● Show and describe different sources (books, digital, print)

Question Stems

❏ Can you tell me what happened?
❏ Can you give me information using who, what, when, why, and where
❏ What sources did you use to find information?
❏ Can you recall the main event idea?
❏ Can you retell the main event idea?
❏ Describe why this event or person is important?
❏ How will you rewrite this information in your own words?

W K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W 2.8: Recall information from experiences or gather information from provided sources to answer a question.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

	Standard: Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. 　a. 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). 　b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. 　c. Ask questions to clear up any confusion about the topics and texts under discussion.	**Anchor:** 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.
SL 1.1		

Essential Questions
- ❏ When is an appropriate time to ask or answer questions?
- ❏ How can I add to a conversation?

Essential Skills
- ❏ Know that when talking there are rules that we follow such as, not interrupting when another person is speaking.
- ❏ Know that when listening to someone, we need to look at them.
- ❏ Know that when we are listening to someone, we need to respond about the same thing.
- ❏ Realize when they have become confused
- ❏ Ask questions for clarity

Question Stems
- ❏ Talk to your partner about…
- ❏ Talk to your group about…
- ❏ Ask your partner _____
- ❏ Tell your partner what you think about _____
- ❏ Tell your partner what you have liked so far.
- ❏ Tell your group what you have learned about…
- ❏ Can you say that again?
- ❏ I didn't understand?
- ❏ Excuse me, can I say something?

Vocabulary
- ❏ conversation
- ❏ partner
- ❏ take turns
- ❏ listen carefully
- ❏ interrupting
- ❏ inside voices

Key Strategies

- Listening: Teach receptive and expressive skills
- Engage in reflective conversation about their own writing and the writing of others
- Model how to listen actively by sticking to the topic, adding to another student's thinking and asking clarifying questions.
- Model how to give full attention to the person talking.
- Demonstrate how to share student partner's thinking with the class.
- Allow opportunities for students to practice talking with partners, taking turns and speaking one at a time.
- Allow opportunities for students to build on a partner's ideas and others in the group.
- Allow opportunities for students to ask questions when confused about a topic or information in a text.

SL K.1: Participate in collaborative conversations with diverse partners about *Kindergarten topics* and *texts* with peers and adults in small and larger groups. 　a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 　b. Continue a conversation through multiple exchanges.	**SL 2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics* and *text* with peers and adults in small and larger groups. 　a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 　b. Build on others' talk in conversations by linking their comments to the remarks of others. 　c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

SL 1.2	**Standard**: Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	**Anchor:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Question

❑ How can asking and answering questions support understanding?

Essential Skills

- ❑ Understand that illustrations and words convey messages
- ❑ Listen with the intent to remember what is being read
- ❑ Recognize important details
- ❑ Understand the importance of the title and how it relates to the text
- ❑ Understand that there are messages in videos, television programs, and pictures as well as text
- ❑ Know how to ask appropriate questions
- ❑ Answer questions to show that you understand

Vocabulary

- ❑ title
- ❑ story
- ❑ ask
- ❑ author
- ❑ retell
- ❑ partner
- ❑ video
- ❑ text
- ❑ details

Key Strategies

- ● Demonstrate how to ask questions after listening to information presented orally, in a text or through media.

- ● Demonstrate how to answer questions after listening to information presented orally, in a text or through media.

- ● Provide opportunities for students to ask and answer questions about key details in a text, from media or information presented orally

Question Stems

- ❑ Look at the title, what do you think this text is about?
- ❑ What happened in the story?
- ❑ If you had to ask one question about the story what would it be?
- ❑ What did you learn when you read this book?
- ❑ What is the author trying to tell you?
- ❑ Retell the story to your partner
- ❑ What do you think the video is telling us?
- ❑ What is the one thing you learned from looking at the text, picture, video?

SL K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
a. Understand and follow one and two step oral directions.

SL 2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
a. Give and follow three- and four-step oral directions.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

SL 1.3	**Standard:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**Anchor:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Essential Question

❏ What kinds of questions should I ask during a presentation to increase my understanding?

Essential Skills

- ❏ Understand what is being said
- ❏ Ask important questions
- ❏ Answer important questions
- ❏ Ask for more information
- ❏ Know how to organize information
- ❏ Know how to ask questions when meaning is lost

Vocabulary

- ❏ speaker
- ❏ important
- ❏ understand
- ❏ information
- ❏ detail
- ❏ describe

Key Strategies

- Demonstrate how to ask and answer questions about information gathered after someone speaks.

- Demonstrate how to ask clarifying questions about information gathered after someone speaks.

- Provide opportunities for students to ask and answer questions in order to gather more information.

- Provide opportunities for students to ask clarifying questions for information that is not understood.

Question Stems

- ❏ What did the speaker say?
- ❏ What was the most important part that you heard?
- ❏ What would you say if you didn't understand the speaker?
- ❏ What would be one question that you could so you could find out more information
- ❏ What was the most important detail?
- ❏ I didn't understand, can you say it again?
- ❏ Can you tell me more about it so I can understand better?

SL K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL 2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

SL 1.4	**Standard:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 　　a. Memorize and recite poems, rhymes, and songs with expression.	**Anchor:** 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.

Essential Question

❑ Why is it important to describe people, places, things, and events with details?

Essential Skills

❑ Understand the event
❑ Understand that a place can be a building, city, space, or location
❑ Know and use sensory words
❑ Know and use positional words
❑ Know and use multiple descriptive words

Vocabulary

❑ details
❑ character
❑ person
❑ people
❑ things
❑ place
❑ happen
❑ describe

Key Strategies

● Model how to describe people, things, events and details expressing feelings and own ideas.

● Provide opportunities to for students to clearly describe ideas and feelings about people, places, and events.

Question Stems

❑ Where did the event take place?
❑ Why was this location important to the story?
❑ Describe the location to your partner
❑ Describe the characters to your partner
❑ Can you tell why you liked the story?
❑ Give details to support your answer.
❑ What did the person/place look like?
❑ Where and when did the event happen?
❑ Did you tell how you felt when you saw...
❑ Which poem will you and/or your group be working on to learn?
❑ Today we are going to learn a new (song, poem, rhyme).
❑ Can you say more about your idea/feelings?

SL K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL 2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
　　a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

SL 1.5	**Standard:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**Anchor:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Essential Question
❏ How can visuals enhance a presentation?

Essential Skills
- ❏ Choose a topic to speak about
- ❏ Be able to describe and use adjectives
- ❏ Use a picture or a media presentation
- ❏ Use magazine pictures or clip art to mark posters to support what they are saying
- ❏ Understand that charts, graph or illustrations help increase understanding

Vocabulary
- ❏ voice
- ❏ topic
- ❏ speaking
- ❏ illustration
- ❏ clarify
- ❏ express
- ❏ ideas
- ❏ feelings
- ❏ description
- ❏ clarify
- ❏ thoughts

Key Strategies
- ● Demonstrate how to add visuals and drawings to clarify thoughts, feelings and ideas.

- ● Provide opportunities for students to use visuals and drawings to help clarify ideas, thoughts and feelings.

Question Stems
- ❏ What topic will you be speaking about today?
- ❏ Can you find or make an illustration that will help clarify your topic?
- ❏ What will you use to help your presentation?
- ❏ Can you add more information that will help clarify your ideas?
- ❏ How will you organize your speech?
- ❏ What descriptive words can you use to help your presentation be more informative and interesting?

SL K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail	**SL 2.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL 1.6	**Standard:** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations)	**Anchor:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions
- ❏ How can I express my ideas clearly?
- ❏ Why do I need to speak in complete sentences?

Essential Skills
- ❏ Under that there are times when using complete sentences is required
- ❏ Know that complete sentences express a thought
- ❏ Know and use different sentence types (declarative, interrogative, exclamatory, and imperative) in response to prompts and situations

Vocabulary
- ❏ share
- ❏ topic
- ❏ event
- ❏ important
- ❏ voice

Key Strategies

- Teacher continually models the proper use of complete sentences.

- Teacher continually expects students to use proper sentences and provides examples of correctly spoken sentences.

Question Stems
- ❏ What would you like to share today?
- ❏ What is your topic?
- ❏ Can you say that in a complete sentence?
- ❏ You told who, but can you tell us what they were doing
- ❏ Did you remember to talk about the who and the what?
- ❏ Can you tell more about where, who

SL K.6: Speak audibly and express thoughts, feelings, and ideas clearly.	**SL 2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

L 1.1	**Standard:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	   a. Print all upper- and lowercase letters.
	   b. Use common, proper, and possessive nouns.
	   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	   d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
	   e. 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).
	   f. Use frequently occurring adjectives.
	   g. Use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).
	   h. Use determiners (e.g., articles, demonstratives).
	   i. Use frequently occurring prepositions (e.g., during, beyond, toward).
	   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
		Anchor: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Essential Question

❏ Why is grammar important when speaking or writing?

Essential Skills

❏ Write a complete sentence
❏ Understand that a complete sentence has a subject and predicate
❏ Understand that proper nouns
❏ Understand the use of adjectives
❏ Understand the difference between uppercase and lowercase letters
❏ Understand different types of sentences

Vocabulary

❏ sentence
❏ uppercase/lowercase
❏ adjective
❏ subject/predicate
❏ question
❏ exclamatory

Key Strategies

- Model the correct production of upper and lower case letters.
- Model the different types of nouns and pronouns.
- Model using past, present, and future verbs.
- Model the use of adjectives
- Model the use of conjunctions, determiners and prepositions.
- Model complete and simple sentence (all types exclamatory, imperative etc.).
- Demonstrate ability to produce all upper and lower case letters appropriately.
- Demonstrate the use of the different types of nouns and pronouns.
- Demonstrate the use of conjunctions, prepositions

Question Stems

❏ Can you write a sentence using an uppercase letter?
❏ Write a sentence using adjectives.
❏ Write a question sentence.
❏ Underline the subject and predicate of the sentence.
❏ What do you put at the end of a question sentence?
❏ What do you put at the end of an exclamatory sentence?

L K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.
b. Use frequently occurring nouns and verbs.
c. Form regular plural nouns orally by adding /**s**/ or /**es**/ (e.g., *dog, dogs*; *wish, wishes*).
d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
f. Produce and expand complete sentences in shared language activities.

L 2.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Create readable documents with legible print.
b. Use collective nouns (e.g., group).
c. Form and use frequently occurring irregular plural nouns (e.g., *feet children, teeth, mice, fish*).
d. Use reflexive pronouns (e.g., *myself, ourselves).*
e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told).*
f. Use adjectives and adverbs, and choose between them depending on what is to be modified.
g. Produce, expand, and rearrange complete simple and compound sentences.

L 1.2	**Standard:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	    a. Capitalize dates and names of people.
	    b. Use end punctuation for sentences.
	    c. Use commas in dates and to separate single words in a series.
	    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	    e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
		Anchor: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essential Questions

- ❑ Why are conventions important when writing?
- ❑ How does using appropriate capitalization, punctuation, and spelling help my writing?

Essential Skills

- ❑ Identify period, question mark, and exclamation mark
- ❑ Know when to use a period, question mark, and exclamation mark
- ❑ Know that the first word in sentences, proper names, days of the week and months are capitalized.
- ❑ Know that a comma separates the date from the year
- ❑ Understand letter patterns and their sounds

Vocabulary

- ❑ sentence
- ❑ period
- ❑ question mark
- ❑ exclamation mark
- ❑ date
- ❑ correctly
- ❑ capitalize
- ❑ punctuate

Key Strategies

- Model using a period, question mark, exclamation mark, and commas.
- Model capitalizing dates and names of people.
- Model using spelling patterns.
- Model saying words to break them into syllables to spell them.
- Model saying words slowly to hear a sound and write a letter that represents it.
- Teach and reteach spelling high frequency words.
- Students will use a period, question mark, and exclamation mark and comma correctly.
- Students will capitalize dates and names of people.
- Students will use spelling patterns to spell words
- Students will break words into syllables to spell them.
- Students will say words slowly to hear a sound and write a letter that represents it

Question Stems

- ❑ Can you write a sentence using a period? A question mark? An exclamation mark?
- ❑ Write today's date correctly
- ❑ Did you remember to capitalize and punctuate your sentence?
- ❑ Go through and check your work for spelling. Can you sound out words that are difficult and correct them?

L K.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize the first word in a sentence and the pronoun.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.

L 2.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy → boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

L 1.4	**Standard:** 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.
	   a. Use sentence-level context as a clue to the meaning of a word or phrase.
	   b. Use frequently occurring affixes as a clue to the meaning of a word.
	   c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
		Anchor: 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.

Essential Question

❏ What strategies can help me determine the meaning of unknown words?

Essential Skills

❏ Understand and know many common words
❏ Understand that some words have other meanings
❏ Use context and /or pictures to help determine a new meaning for a known word
❏ Know affixes to understand

Vocabulary
❏ picture
❏ understand
❏ meaning
❏ prefix
❏ suffix

Key Strategies

- Model using context clues to determine the meaning of a word or phrase.
- Model using a picture to determine the meaning of a word or phrase.
- Model using prefixes and suffixes.
- Model identifying root words and how they are changed.
- Model using multiple meaning words.
- Model using inflectional endings (s, es, ed, er, est, ing).
- Students will demonstrate model using context clues to determine the meaning of a word or phrase.
- Students will model using prefixes and suffixes to determine the meaning is a word.
- Students will identify and use root words and how they are changed.
- Students will identify and use multiple meaning words.
- Students will use inflectional endings (s,es, ed, er,est, ing).

Question Stems

❏ Can you look at the picture, or the words around the word you don't know, to understand its meaning?
❏ Does this word have a prefix or suffix?
❏ How does the prefix or suffix change the meaning of the word?
❏ Can you use a word with a prefix or suffix in a sentence?

L K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.*

  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
  b. Use the most frequently occurring inflections and affixes (e.g., *-ed, - s, re-, un- pre-, -ful,-less*) as a clue to the meaning of an unknown word.

L 2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.

L 1.5	**Standard:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	    b. 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).
	    c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
	    d. 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.
		Anchor: Demonstrate understanding of, word relationships and nuances in word meanings.

Essential Question

❑ How do I recognize word patterns?

Essential Skills

❑ Understand parts of speech
❑ Distinguish between nouns, verbs, adjectives
❑ Understand synonyms and antonyms
❑ Understand shades of meaning for appropriate usage
❑ Understand the relationship between groups of words
❑ Sort words into categories

Vocabulary

❑ Synonym
❑ antonym
❑ powerful
❑ partner
❑ group
❑ explanation

Key Strategies

● Model sorting words into categories.
● Model a word by defining its category and key attributes.
● Model real life connections between a word and its use (e.g., note places at home that are cozy).
● Model the shades of meaning of a verb or adjective.
● Students will sort words into categories.
● Students will define a word by defining its category and key attributes.
● Students will use real •life connections between a word and its use (e.g., note places at home that are cozy).
● Students will demonstrate the shades of meaning of a verb (look, peek, glance, stare, glare scowl) or adjective (large or gigantic).

Question Stems

❑ Can you write a synonym for_____?
❑ Can you write an antonym for____-____?
❑ Looking at these five words synonyms, write them from the least powerful to the most powerful.
❑ Can you and your partner sort these words into groups?
❑ Can you give me an explanation of why you grouped your words in this way?

L K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.
  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
  c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
  d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L 2.5: Demonstrate understanding of word relationships and nuances in word meanings.
  a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
  b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

Ohio's Learning Standards – Clear Learning Targets – ELA, Grade 1

L 1.6	**Standard:** 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*).	**Anchor:** 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.

Essential Question

Essential Skills
- ❑ Understand the importance of sequence in retelling what you have read
- ❑ Retell the most important events and then add details
- ❑ Understand cause and effect events
- ❑ Ask questions of difficult events
- ❑ Discuss with partner the events in the story and how the problem was solved.

Vocabulary
- ❑ retell
- ❑ details
- ❑ important
- ❑ event
- ❑ problem
- ❑ solution
- ❑ differently

Key Strategies

- Model using relational vocabulary

- Model responding to questions using newly learned vocabulary or phrases.

- Model using newly learned vocabulary in reading, writing, and speaking/conversation.

- Students demonstrate using relational vocabulary.

- Students demonstrate responding to questions using newly learned vocabulary or phrases.

- Students demonstrate using newly learned vocabulary in reading, writing, and speaking/conversation.

Question Stems
- ❑ Can you retell the story in your own words and add details?
- ❑ What was the most important event in the story? Why?
- ❑ Was there a problem? If so, how was this problem solved.
- ❑ What caused the problem?
- ❑ What was the solution?
- ❑ Would you have solved the problem differently?

L K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

L 2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).