

Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center

SCHOOL YEAR 2020-2021

CURRICULUM GUIDE

SUBJECT: ELA

GRADE: First Grade

TIMELINE: 1st Quarter

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content/Skills (subject or topic covered in Journeys/GOMath)	Assessment Method	Instructional Strategies/Resources	DOK Level
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READING: FOUNDATIONAL SKILLS (RF)						
1.RF.1a Demonstrate understanding of the organization and basic features of print: a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).	I can find and point to the first word, the beginning, capital letter and the ending mark in a sentence. I can create a sentence with a capital letter and proper punctuations.	How do sentences help me read?	Identify features of a sentence. Use the distinguishing features of a sentence (first word, capitalization ending punctuation).	Performance task: <ul style="list-style-type: none"> Check for understanding Identify the parts of a sentence Put in order (Cut out) Create a Sentence 	<ul style="list-style-type: none"> Identify the front cover, back cover, and title page of a book. Follow words from left to right and from top to bottom on the printed page. Understand that printed materials provide information. Recognize that sentences in print are made up of separate words. Distinguish letters from words. Manipulate all uppercase and lowercase letters of the alphabet. Websites: www.readworks.org www.readwritethink.org Resources: Journeys thinkcentral.com TpT	1 2 3 4

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1.RF.2b Yearly Standard Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends	I can put sounds together to speak words. I can blend phonemes (sounds) to create a word.	How are words made up of sounds? What word do these phonemes create?	Recognize single-syllable words phonemes (e.g. hat, pop, black) Recognize consonant blends. (e.g. fl, cl, sl, st, R blends, L blends, S blends) Produce single-syllable words by blending sounds (phonemes) Produce single-syllable words by consonant blends.	Performance Task: Check for Understanding Spelling Tests Teacher Made Assessments	Websites: www.readworks.org www.readwritethink.org Resources: Journeys TpT www.thinkcentral.com	2 5
1.RF.2c Demonstrate understanding of spoken words,	I can find (isolate) the beginning (initial), middle	What is the first (initial) sound in a single syllable	Isolate initial, medial, and final sounds in single-	Performance Task: Teacher Made	Websites: www.readworks.org www.readwritethink.org	1 3 5

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<p>syllables, and sounds (phonemes).</p> <p>f. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words</p>	<p>(medial), and ending (final) sounds in short words.</p> <p>I can tell (isolate) the beginning (initial), middle (medial), and ending (final) sounds in short words.</p> <p>I can spell words by using their phonemes.</p>	<p>word?</p> <p>What is the middle (medial) sound in a single syllable word?</p> <p>What is the last (final) sound in a single syllable word?</p>	<p>syllable words.</p> <p>Pronounce initial sounds in single-syllable words.</p> <p>Pronounce medial sounds in single-syllable words</p> <p>Pronounce final sound in single-syllable words.</p>	<p>Assessment</p> <p>Spelling Test</p>	<p>Resources:</p> <p>Journeyss</p> <p>TpT</p> <p>www.thinkcentral.com</p>	
<p>1.RF.2d</p> <p>Demonstrate understanding of spoken words, syllables, and sounds</p>	<p>I can segment a word into their phonemes. (s/p/l/a/t)</p>	<p>How do I break down words to hear each sound?</p>	<p>Segment spoken single-syllable words into their complete sequence</p>	<p>Performance task:</p> <p>Spelling Test</p>	<p>Websites:</p> <p>www.readworks.org</p> <p>www.readwritethink.org</p>	4

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(phonemes). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	I can decode words using their syllable.	How can I sequence sounds to hear how the word sounds?	of individual sounds.	Teacher Made Assessment Check for Understanding	Resources: Journeys TpT www.thinkcentral.com	
1.RF.3a Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words a. Know the spelling-sound correspondences for common	I can decode a single syllable word with a digraph. (b/a/ <u>ck</u>)	What is a digraph? sh, ch, wh, th, ck, wr, gn, kn	Recognize common consonant digraphs. Know the sound produced by that consonant digraph.	Performance Task: Spelling Tests Teacher Made Assessment	Websites: www.readworks.org www.readwritethink.org Resources: Journeys TpT www.thinkcentral.com	4

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consonant digraphs.						
1.RF.3b Yearly standard Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words b. decode regularly spelled one syllable words.	I can decode one syllable words.	What does decode mean?	Know that words have syllables. Identify that each syllable contains a vowel. Identify the number of syllables in printed words	Performance Task: Spelling Test Teacher Made Assessment Check for Understanding Observation	Websites: www.readworks.org www.readwritethink.org Resources: Journeys TpT www.thinkcentral.com	4

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1.RF.3f Yearly standard Know and apply phonics and word analysis skills in decoding one-syllable or two-syllable words f.Read words grade appropriate irregularly spelled words	I can read my sight words. I can recognize my sight words. I can identify my sight words with a partner.	What are irregularly spelled words?	Recognize sight words	Performance Task: Weekly Assessment (Journeys) Fill in the Blanks Check for Understandings Observation	Websites: www.readworks.org www.readwritethink.org Resources: Journeys TpT	1 4
1.RF.4a Yearly standard Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	I can read and understand first grade books.		Identify and understand foundational reading skills. Identify textual purpose with understanding. Apply foundational reading skills. Determine the purpose for reading	Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readworks.org www.readwritethink.org Resources: Journeys TpT	2

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			on-level text.			
1.RF.4b Yearly standard Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	I can read aloud.	How do you know you are reading fluently?	Identify oral reading with accuracy, appropriate rate, and expression on successive readings. Apply reading strategies for accuracy, rate, and expression. Read on-level text fluently and accurately. Read at the appropriate rate. Read with expression.	Performance task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readworks.org www.readwritethink.org Resources: Journeys TpT	2
READING KEY STRATEGIES						

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Promote self correction strategies:

- Think aloud model: does it make sense?
- Teacher modeling of Self-correction, stressing importance of making meaning from the text
- 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?

Promote fluency:

- Cloze procedure
- think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- echo reading
- tracking and reverse tracking
- readers’ theater/plays to encourage expression, timing, intonation, phrasing
- rereading fluently what has been read slowly and methodically
- taped books
- rereading familiar text

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.

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- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling
- 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?:
- Post-It note read along- students make notes throughout the reading to remind themselves of points they want to share or remember
- 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-processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. ask “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts.
- Students should be encouraged to focus more on the book, predicting what the book 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.

Reading Literature

1.RL.1 Ask and answer questions such as who, what, where, why, when, and how about key details						
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in a text						
1.RL.2 Retell stories, including key details, and demonstrate understanding of their main idea, central message, or lesson.						
1.RL.3 Describe characters, settings, and major events in a story, using key details.						
1.RL.7 Use illustrations and details in a story to describe its character, setting, or						

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events.						
1.RL.9 Compare and contrast the adventures and experiences of characters in stories						
Reading Information						
1.RI.1 Ask and answer questions such as who, what, where, why, and how about key details in a text.						
1.RI.2 Identify the main topic and retell key details of a text.						
1.RI.5 Know and use various text features (e.g. heading, tables						

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of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.						
1.RI.7 Use the illustrations and details in a text to describe its key ideas.						
1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).						
WRITING LANGUAGE STANDARDS						

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1.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use common, proper, and possessive nouns.	I can identify a common, proper, and possessive noun. I can describe a noun. I can use a common, proper, and possessive noun in a sentence.	What is a noun? What is a common noun? What is a proper noun? What is a possessive noun?	Use common, proper, and possessive nouns properly Identify common, proper, and possessive nouns properly	Performance Task: Check for Understanding Rubrics Teacher Made Assessments Observation Teacher Made Assessment	Resources: Journeys TpT	1 3
1.L.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking e. Use frequently occurring adjectives.	I can tell what an adjective is. I can describe the types of adjectives there are. I can use adjectives in a sentence.	What is an adjective? What are the categories for adjectives? What is the adjective in the sentence.	Tell what adjectives are Describe an adjective Use adjectives	Performance Task: Check for understanding Rubrics Teacher Made Assessment	Resources: TpT Journeys	
1.L.1k Yearly Standard Demonstrate	I can write many sentences in order to tell a	How can I write sentences in order to tell a story or	Write multiple sentences in an order that supports a main idea or story.	Performance Task: Check for	Websites: www.readwritethink.org	5

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<p>command of the conventions of standard English grammar and usage when writing or speaking</p> <p>k. Write multiple sentences in an order that supports a main idea or story.</p>	<p>story or main idea.</p>	<p>main idea?</p>		<p>Understanding Rubrics</p> <p>Teacher Made Assessments</p> <p>Observation</p> <p>Rubric (6 Traits)</p> <p>Teacher Made Assessment</p>	<p>Resources:</p> <p>Journeys</p> <p>TpT</p>	
<p>1.L.2b</p> <p>Yearly Standard</p> <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>b. Use end punctuation for sentences</p>	<p>I can use the correct punctuation at the end of my sentences.</p>	<p>How do I use the correct punctuation at the end of my sentences?</p> <p>What is punctuation?</p> <p>How would you close the end of a sentence?</p>	<p>Use end punctuation for sentences</p>	<p>Performance Task:</p> <p>Teacher Made Assessment</p> <p>Writing Samples</p> <p>Observations</p>	<p>Websites:</p> <p>www.readwritethink.org</p> <p>Resources:</p> <p>Journeys</p> <p>TpT</p>	<p>3</p>

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1.L.6 Yearly 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., <i>because</i>).	I can distinguish relationships through conversations about a story.	What actions would you take to perform ____? What other way would you choose to ____?	Respond to text relationships Building Compare/Contrast Acquiring new vocabulary through texts and conversation	Performance Task: Observations Teacher Made Assessments	Websites: www.readwritethink.org Resources: Journeys TpT	3
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WRITING LANGUAGE STANDARD STRATEGIES

- move from writing simple sentences to descriptive sentences by expanding the sentences
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
 - mini-lessons
- Language-experience writing
- morning message
- Shared writing using predictable charts
- teacher modeling -- Interactive writing

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WRITING STANDARDS						
1.W.5 Yearly 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.	I can listen to other's ideas to help add details to my stories.	How can answering questions from others help improve my writing?	Recognize how to focus on a topic. Recognize how to respond to questions and suggestions from peers. Recognize how to add details to strengthen writing. Develop writing by focusing on a topic. Develop writing by responding to questions and suggestions from peers. Develop writing by adding details to strengthen writing.	Performance Task:	Websites: www.readwritethink.org Resources: Journeys TpT	
1.W.6	I can use a	How can	Use basic digital	Performance	Websites:	

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Yearly standard With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	computer or tablet to publish my writing	technology be used as a tool to write, publish, and/or collaborate?	tool skills. Select the appropriate digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.	Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	www.readwritethink.org Resources: Journeys TpT	
1.W.8 Yearly standard With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	I can use what I learned to answer questions or I can find the answer somewhere else.	How can I gather information to answer a question?	Identify a personal experience. Identify a source of information. Gather information from more than one source to answer a question. Answer a question using information from experience.	Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readwritethink.org Resources: Journeys TpT	

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			Answer question using information from provided multiple sources.			
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KEY STRATEGIES FOR WRITING STANDARDS

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns
- Spelling unknown words by analogy to familiar words
- applying affixes to root words
- Proofreading to locate spelling errors in a rough draft
- Locating the spelling of unfamiliar words in a dictionary
- Providing daily reading and writing opportunities
- teaching students to learn to spell high-frequency words
- Linguistic and nonlinguistic representations are taught
- organize words into categories
- direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps)
- Graphic organizers
- Vocabulary notebooks
- Seeking meaning of unknown vocabulary
- making and revising predictions
- direct instruction and modeling of appropriate grammar
- assimilating prior knowledge
- Provide appropriate input
- Use language in authentic ways
- Provide context

WRITING STANDARD: FOUNDATIONAL SKILLS

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1.WF.1a Yearly standard Demonstrate and apply handwriting skills. a. Write upper and lower case manuscript alphabet from memory using correct letter formation	I can write uppercase and lowercase letters	What are letters? When do you use uppercase (capital) letters? When do you use lowercase letters?	Write a paragraph using correct letter formation.	Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readwritethink.org Resources: Journeys TpT	
1.WF.1b Yearly standard Demonstrate and apply handwriting skills. b. Write the common grapheme (letter or letter group) for each phoneme.	I can write phonemes.	What is a phoneme? What is grapheme?	Write a paragraph using correct grapheme for each phoneme	Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Handwriting practice Websites: www.readwritethink.org Resources: Journeys TpT	

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1.WF.1c Yearly standard Demonstrate and apply handwriting skills. c. Write with appropriate spacing between letters and words.	I can write with appropriate spaces between my letters and words.	What are spaces? How much spaces should be between letters and words.	Write a paragraph using correct spacing between letters and words.	Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readwritethink.org Resources: Journeys TpT	
1.WF.2a Yearly standard Demonstrate and apply sound-letter concepts. a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.				Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readwritethink.org Resources: Journeys TpT	

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1.WF.2b Yearly standard Demonstrate and apply sound-letter concepts. b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.				Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readwritethink.org Resources: Journeys TpT	
1.WF.3a Yearly standard Know and apply phonics and word analysis skills when encoding words: 1. Short vowels and single consonants. 2. Consonant graphemes including <i>qu</i> , <i>x</i> , and <i>-ck</i> ; digraphs (e.g., thin,	I can spell short vowel consonant words. I can spell consonant graphemes, digraphs, and double consonant words. (quit, quack, off)	What are short vowel sounds? What are digraphs? What is an example of a double consonant?	1. Short vowels and single consonants. 2. Consonant graphemes including <i>qu</i> , <i>x</i> , and <i>-ck</i> ; digraphs (e.g., thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).	Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readwritethink.org Resources: Journeys TpT	

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shop, when, much, sing); and doubled letters (e.g., off, will, mess).						
1.WF.3d Yearly standard Know and apply phonics and word analysis skills when encoding words. d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including: 1. Irregular words (e.g., said, what, are, they, was). 2. Pattern based	I can spell irregular words in my writing.	What are irregular words?	1. Irregular words (e.g., said, what, are, they, was). 2. Pattern based words (e.g., he, him, for, in, by, like).	Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readwritethink.org Resources: Journeys TpT	

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Core Standard	Kid Friendly Learning Objectives	Essential Question	Content/Skills (subject or topic covered in Journeys/GOMath)	Assessment Method	Instructional Strategies/Resources	DOK Level
words (e.g., he, him, for, in, by, like).						
1.WF.3e Yearly standard Know and apply phonics and word analysis skills when encoding words. e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.	I can spell words I don't know by using phonics.	How can I spell word I don't know?	Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.	Performance Task: Weekly Assessment Rubric Journeys Teacher Created Assessment	Websites: www.readwritethink.org Resources: Journeys TpT	