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| **FIRST QUARTER** |
| ESSENTIAL INDICATORS | SUPPORTING INDICATORS |
| PA | 6 | Blend two to four phonemes (sounds) into words. | PA | 1 | Identify and distinguish between letters, words and sentences. |
| RP | 3 | Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions. | PA | 2 | Identify and say the beginning and ending sounds in words. |
| WP | 2 | Develop a main idea for writing. | PA | 4 | Decode by using letter-sound matches. |
| WC | 1 | Print legibly and space letters, words and sentences appropriately. | PA | 7 | Add, delete or change sounds in a given word to create new or rhyming words. |
| CO | 1 | Use active listening skills, such as making eye contact or asking questions. | VO | 3 | Classify words into categories (e.g., colors, fruits, vegetables). |
|  |  |  | RP | 9 | Monitor comprehension of independently- or group-read texts by asking and answering questions. |
|  |  |  | RP | 1 | Describe the role of authors and illustrators. |
|  |  |  | RP | 5 | Compare information in texts with prior knowledge and experience. |
|  |  |  | LT | 5 | Recognize predictable patterns in stories and poems. |
|  |  |  | WP | 1 | Generate writing ideas through discussions with others. |
|  |  |  | WP | 4 | Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. |
|  |  |  | WP | 9 | Reread own writing for clarity. |
|  |  |  | WC | 4 | Create phonetically spelled written work that can be usually read by the writer and others. |
|  |  |  | WC | 5 | Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts. |
|  |  |  | RE | 1 | Discuss ideas for investigation about a topic or area of personal interest. |
|  |  |  | CO | 6 | Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. |
|  |  |  | CO | 3 | Follow simple oral directions. |

Assessments

*Formative:*

*Summative:*

# Differentiation Strategies

*Enrichment:*

*Intervention:*

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| **SECOND QUARTER** |
| ESSENTIAL INDICATORS | SUPPORTING INDICATORS |
| PA | 3 | Demonstrate an understanding of letter-sound correspondence by saying the sounds from all the letters and from a variety of letter patterns, such as consonant blends and long-and short-vowel patterns, and by matching sounds to the corresponding letters. | RP | 2 | Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). |
| PA | 5 | Use knowledge of common word families (e.g., -ite or -ate) to sound out familiar words. | LT | 1 | Provide own interpretation of story, using information from the text. |
| RP | 7 | Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension. | IT | 1 | Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts. |
| LT | 3 | Retell the beginning, middle and ending of a story, including its important events. | WP | 3 | Determine purpose and audience. |
| LT | 2 | Identify characters, setting and events in a story. | WP | 13 | Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing. |
| IT | 2 | Identify the sequence of events in informational text. | CO | 7 | Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories). |
| IT | 6 | Follow multi-step directions. |  |  |  |
| IT |  4 | Identify central ideas and supporting details of informational text with teacher assistance. |  |  |  |
| WA | 3 | Write friendly letters or invitations that follow a simple letter format. |  |  |  |
| WP | 6 | Construct complete sentences with subjects and verbs. |  |  |  |
| WC | 2 | Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name). |  |  |  |
| WC | 7 | Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I ). |  |  |  |
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Assessments

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# Differentiation Strategies

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*Intervention:*

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| **THIRD QUARTER** |
| ESSENTIAL INDICATORS | SUPPORTING INDICATORS |
| VO | 1 | Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. | VO | 6 | Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop). |
| VO | 8 | Read root words and their inflectional endings (e.g., walk, walked, walking). | VO | 7 | Recognize contractions (e.g., isn’t, aren’t can’t, won’t) and common abbreviations (e.g., Jan., Feb.). |
| VO | 2 | Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). | RP | 6 | Recall the important ideas in fictional and non-fictional texts. |
| RP | 8 | Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. | RP | 5 | Compare information (e.g., recognize similarities) in texts with prior knowledge and experience. |
| WA | 2 | Write responses to stories that include simple judgments about the text. | IT | 5 | Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction. |
| WP | 12 | Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization). |  |  |  |
| WC | 6 | Use end punctuation correctly, including question marks, exclamation points and periods. |  |  |  |
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Assessments

*Formative:*

*Summative:*

# Differentiation Strategies

*Enrichment:*

*Intervention:*

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| **FOURTH QUARTER** |
| ESSENTIAL INDICATORS | SUPPORTING INDICATORS |
| PA | 9 | Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes. | PA | 10 | Read aloud with changes in emphasis, voice, timing and expression that show recognition of punctuation and an understanding of meaning. |
| RP | 4 | Make predictions while reading and support predictions with information from the text or prior experience. | VO | 5 | Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare). |
| WA | 1 | Write simple stories with a beginning, middle and end that include descriptive words and details. | VO | 9 | Determine the meaning of unknown words using a beginner’s dictionary. |
| WP | 5 | Organize writing to include a beginning, middle and end. | LT | 4 | Identify differences between stories, poems and plays. |
| RE | 3 | Use books or observations to gather information to explain a topic or unit of study with teacher assistance. | IT | 3 | Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how). |
| RE | 4 | Recall important information about a topic with teacher assistance. | WP | 10 | Add descriptive words and details. |
| CO | 5 | Deliver brief informational presentations that: | WC | 8 | Use nouns, verbs and adjectives (descriptive words). |
|  |  | a. demonstrate an understanding of the topic | RE | 2 | Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library and community resources). |
|  |  | b. include and sort relevant information and details to develop topic; | RE | 5 | Report information to others. |
|  |  | c. organize information with a clear beginning and ending; andd. express opinions. | CO | 4 | Speak clearly and understandably. |

Assessments

*Formative:*

*Summative:*

# Differentiation Strategies

*Enrichment:*

*Intervention*

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| **All Year** |
| ESSENTIAL INDICATORS | SUPPORTING INDICATORS |
|  |  |  | PA | 8 | Demonstrate a growing stock of sight words. |
|  |  |  | VO |  4 | Recognize common sight words. |
|  |  |  | RP |  10 | Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). |
|  |  |  | RP | 11 | Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). |
|  |  |  | WA | 4 | Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. |
|  |  |  | WP |  7 | Mimic language from literature when appropriate. |
|  |  |  |  WP | 11 | Use resources (e.g., a word wall, beginner’s dictionary, word bank) to select effective vocabulary. |
|  |  |  | WP | 8 | Use available technology to compose text. |
|  |  |  | WP | 14 | Rewrite and illustrate writing samples for display and for sharing with others. |
|  |  |  | WC | 3 | Spell high-frequency words correctly. |