

English Language Arts Grade 1

Curriculum Writers - Michelle Blanchette and Jessica Garcia

STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p style="text-align: center;"><u>READING</u></p> <p style="text-align: center;">GLE READING CLUSTERS</p> <ul style="list-style-type: none"> • Reading Fluency • Vocabulary • Literary Texts • Informational Text • Reading Strategies • Breadth of Reading 		<p style="text-align: center;"><u>NECAP GRADE LEVEL EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GLE includes three parts:</p> <ul style="list-style-type: none"> • A statement in bold, called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades. • The unbolded text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment • Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLEs. • Each GLE is coded for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ®</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Grade 1</i> <p><u>Core Books</u></p> <ul style="list-style-type: none"> • Classroom libraries <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • Quick Word Resource • <i>Rhode Island PreK-12 Literacy Policy</i> • Scott Foresman Resource Book • <i>Guiding Readers and Writers (GRW), gr. K-2</i> Fountas and Pinnell • <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) • <i>Strategies that Work</i>, Harvey, Goudais • <i>Non Fiction Matters</i>, Harvey • (Reading Closet) • <i>Making Words</i>, Cunningham • <i>Reading for Meaning</i>, Miller • <i>Junior Great Books</i> • <i>Reading Essentials</i>, Routman • <i>The Fluent Reader</i>, Rainski • <i>Words Their Way</i>, Johnston, Inverniza, Bear • <i>7 Keys to Comprehension</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • computers, internet access, word processing 	<p><u>REQUIRED</u></p> <p><i>COMMON LOCAL ASSESSMENTS</i></p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to literary or informational text • Narrative • Informational (report, procedural) <p><i>STANDARDIZED/FORMALIZED ASSESSMENTS</i></p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) • Rubrics <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>IRI - Scott Foreman Individual Reading Inventory</p> <p>Dolch word vocabulary development</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>IRI - Scott Foreman Individual Reading Inventory</p> <p>Journals</p> <p>Teacher led book clubs</p>

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		<p>5), 6 (6th GLE stem), 2 (the second specific indicator for the 6th GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all READING GLEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics and criteria charts</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p><u>READING/WRITING STRATEGIES</u> The teacher</p> <p>Employs ELA best practice reading strategies</p> <ul style="list-style-type: none"> • reading aloud • think aloud • shared reading • guided reading • self-selected reading <p>Facilitates comprehension strategies</p> <ul style="list-style-type: none"> • making connections • questioning • visualizing • inferring • determining importance • synthesizing information • self-monitoring or fix-up • predicting <p>Facilitates Literature Circles</p> <p>Facilitates Reader's Workshop</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<ul style="list-style-type: none"> • books on tape • SFreading.com • Kidspiration™ • Video streaming • SF CDs • CD Rom • Computer resource files <p><u>Materials</u></p> <ul style="list-style-type: none"> • word walls • clear expectations posters • dictionaries • thesauruses • phonics chart <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • Public resource folder • H drive <p><u>School library resources</u></p> <ul style="list-style-type: none"> • Book closets • professional videos <p><u>Community</u></p> <ul style="list-style-type: none"> • Extended Day • Enrichment • Storyteller • PTO • Reading Week - inter school activities • Guest Readers/Writers • Field Trips • Town meetings 	<p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> • role playing, short plays (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing (interpersonal) • songs, lyrics (musical) <p>Performance/problem-based tasks</p> <p>Pre Assessments (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO - TBD</p> <p>Qualitative Reading Inventory (QRI-3) (reading specialist)</p> <p>Reading log</p> <p>Tests and quizzes</p>

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<p>READING</p> <p>1.1a Early Reading Strategies (R-9)</p>		<p>Students demonstrate phonemic awareness by....</p> <p>1.1.1a Blending and segmenting syllables and onset-rimes e.g. cup=cake, s-at (R-1-9.1)</p> <p>1.1.2a Blending and segmenting phonemes <u>in one syllable words</u>, e.g f-i-sh (R-1-9.2)</p> <p>1.1.3a Isolating phonemes in single syllable words, e.g.</p> <ul style="list-style-type: none"> • "tell me the first sound in "mop" • "tell me the last sound in mop" • "<u>tell me the middle sound in "mop,"</u> (R-1-9.3) <p>1.1.4a <u>Deleting phonemes in one-syllable words</u> ("what is "crust" without the "c'?" (R-1-9.4)</p> <p>1.1.5a <u>Producing pairs of rhyming words</u> (R-1-9.5)</p> <p>1.1.6a <u>Counting syllables in 1 to 4-syllable words</u> (R-1-9.6)</p> <p>1.1.7a Blending and segmenting phonemes in more complex one syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (D) (R-2-9.1)</p>	<p>Teacher may model and/or facilitate the following strategies:</p> <ul style="list-style-type: none"> • Interactive writing • Shared reading • Elkonian Boxes • Poetry • Word work, e.g. magnetic letters, word families • Principles of Learning • Differentiated instruction • Best Practice 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Scott Foresman • <i>Word Sort</i> • <i>Words Their Way</i> • <i>Out of Sorts</i> • <i>Making Words</i>, Cunningham 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p> <ul style="list-style-type: none"> • IRI - Scott Foreman Individual Reading Inventory • reading log • Qualitative Reading Inventory (QRI-3) (reading specialist) • pre assessment - SF Unit Skills Test 1-6
<p>READING</p> <p>1.1b Early Reading Strategies (R-10)</p>		<p>Students demonstrate understanding of concepts of print during shared or individual reading by...</p> <p>1.1.1b <u>Identifying title, author, illustrator</u> (R-1-10.4)</p> <p>1.1.2b <u>Identifying basic punctuation marks and their usage e.g. question marks, periods, quotation marks</u> (R-1-10.5)</p>	<p>Teacher may model and/or facilitate the following strategies:</p> <ul style="list-style-type: none"> • Shared reading • Guided reading 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • leveled text 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Elementary Spelling

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		1.1.4b <u>Demonstrating 1-1 matching of words spoken to words in print</u> (R-1-10.6)	Interactive writing	<ul style="list-style-type: none"> • <i>Guided Reading</i> • <i>Scott Foresman</i> 	<ul style="list-style-type: none"> Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p> <ul style="list-style-type: none"> • IRI - Scott Foreman Individual Reading Inventory • reading log • Qualitative Reading Inventory (QRI-3) (reading specialist) • pre assessment - SF Unit Skills Test 1-6
<u>READING</u>		<p>Students read grade-level appropriate material at an instructional level with:</p> <p>1.1.1 ACCURACY: reading material appropriate for the end of grade 1 with at least 90- 94% accuracy as measured to determine Personal Literacy Plans (PLPs) with the following assessments. Suggested rates 50-80 words correct per minute.</p> <ul style="list-style-type: none"> • DRA (administered by teacher) • Running Record (Scott Foresman/Rigby) • Qualitative Reading Inventory (QRI-3) (administered by reading specialist) <p>Fluency: reading previously introduced or previously read</p>	<p>Teacher may model and/or facilitate the following strategies:</p> <ul style="list-style-type: none"> • Guided reading • Shared reading • Interactive writing • Poetry • Choral reading • Cued phrases 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • leveled text • Scott Foresman • <i>book closet</i> • <i>Guiding Readers and Writers</i> 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp)

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		<p>grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute (as measured to determine Personal Literacy Plans (PLPs) with the following assessments.</p> <ul style="list-style-type: none"> DRA administered by teacher) Running Record (Scott Foresman/Rigby) Qualitative Reading Inventory (QRI-3) (administered by reading specialist) <p>1.1.3c FLUENCY - reading grade-appropriate text in a way that makes meaning clear, demonstrates phrasing, expression, and with attention to end punctuation (R-1-11.3) (including commas and quotation marks) (D) (R-2-11.3) as measured to determine Personal Literacy Plans (PLPs) with the following assessments</p> <ul style="list-style-type: none"> DRA (administered by teacher) Running Record (Scott Foresman/Rigby) Qualitative Reading Inventory (QRI-3) (administered by reading specialist) 	<ul style="list-style-type: none"> Paired reading Reader's theater Audio-recorded assistance Guided reading Repeated reading Read aloud Modeling Reader's Theater Paired reading Repeated reading 	<ul style="list-style-type: none"> <i>Matching Books to Readers</i>, Fountas and Pinnell <i>New Standards Speaking and Listening</i> <i>Reader's Theater</i> <i>Scott Foresman take home phonics and easy reader books</i> 	<p>Singer or MJ Adams) SUGGESTED</p> <ul style="list-style-type: none"> IRI - Scott Foreman Individual Reading Inventory reading log Qualitative Reading Inventory (QRI-3) (reading specialist) pre assessment - SF Unit Skills Test 1-6
<p>READING 1.2 Word identification skills and strategies</p>		<p>Students apply word identification and decoding strategies by</p> <p>1.2.1 <u>Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge</u>, e.g. regularly spelled one and two syllable words: <u>bat, kitten, classroom</u> (R-1-1.1)</p> <p>1.2.2. Beginning to identify regularly spelled multi-syllabic words, by using:</p> <ul style="list-style-type: none"> knowledge of sounds syllable types word patterns (including most common spellings) 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Pre-teaching vocabulary Multiple exposures Concept maps Word building (e.g. reading rods) Word sort 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries Scott Foresman <i>Guiding Readers and Writer's K-2</i> Fountas and Pinnell 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Elementary Spelling Inventory DRA Running Record (Scott Foresman/Rigby) Dolch list Phonemic awareness

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		<p>for consonants and vowels, e.g., <u>knot, catch, float, fight</u>; or common suffixes) (B) (R-2-1.1) e.g.</p> <ul style="list-style-type: none"> match words to pictures or match words to words with similar sounds (e.g., flower and shower) (multi-syllabic words): happiness, shower, sunshine <p>1.2.3 <u>Reading regularly spelled one or two syllable words using knowledge of sounds and letter patterns (including common ending, s, ed, ly, ing</u> (R-1-1.2)</p> <p>1.2.4 Reading with grade appropriate, high frequency words (including irregularly spelled words- said; contractions - I'm) (R-1-1.4)</p> <p>1.2.5 <u>Reading grade level appropriate words (in connected text)</u> (R-1-1.3) with automaticity (D) (R- 2-1.3)</p>	<ul style="list-style-type: none"> Multi-sensory activities Flexible word study groups Decoding strategies, e.g. chunking Say blank and read Picture clues Scott Foreman audio CDs Repeated readings Paired reading 	<ul style="list-style-type: none"> <i>Word Sorts</i> <i>Words Their Way</i> Scott Foresman high frequency word list Dolch list Quick Word Resource book (student) Word Study lessons, Fountas and Pinnel <i>Making Words</i> Scott Foresman word games 	<p>assessment - TBD (Yopp Singer or MJ Adams)</p> <p>SUGGESTED</p> <ul style="list-style-type: none"> IRI - Scott Foreman Individual Reading Inventory reading log Qualitative Reading Inventory (QRI-3) (reading specialist) pre assessment - SF Unit Skills Test 1-6
<p>READING</p> <p>1.3 Vocabulary strategies (R-2)</p>		<p>Students</p> <p>1.3.1 Use strategies to unlock meaning, e.g.</p> <ul style="list-style-type: none"> activating prior knowledge using cues using context cues asking questions <u>during read-alouds or text reading</u> (R-1-2.1) knowledge of word structure (D) common base words (D) suffixes such as "thick-est," "hope-ful" context clues including illustrations and 	<p>Teacher may model and/or facilitate the following strategies</p> <p>Concept maps</p> <p>Semantic impressions</p> <p>Multiple exposure to words</p> <p>Word sorts</p>	<p>Resources see pages 1-2</p> <p><i>Bringing Words to Life, Beck</i></p> <p>Classroom libraries</p> <p><i>Reading with Meaning, Miller</i></p>	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Elementary Spelling Inventory DRA Running Record (Scott)

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		<ul style="list-style-type: none"> diagrams (D) prior knowledge (D) (R-2-2.1) 	<ul style="list-style-type: none"> Pre-teaching vocabulary Increasing independent reading (DEAR) Graphic organizers Thesaurus Word journals Dictionaries Chunking/segmenting 	<ul style="list-style-type: none"> Scott Foresman <i>Strategies That Work</i>, Harvey Dictionaries Thesauruses 	<ul style="list-style-type: none"> Foresman/Rigby) Dolch list Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p> <ul style="list-style-type: none"> IRI - Scott Foreman Individual Reading Inventory reading log Qualitative Reading Inventory (QRI-3) (reading specialist) pre assessment - SF Unit Skills Test 1-6
<p><u>READING</u></p> <p>1.4 Breadth of vocabulary (R-3)</p>		<p>Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <p>1.4.1 Identifying synonyms and antonyms to connect new words to known words (R-1-3.1) or categorizing words (D) (R-2-3.1)</p> <ul style="list-style-type: none"> homonyms/homophones (B) (R-3-3-.1) e.g. (of categorizing): given T chart with two "categories" of words listed e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed (D) (R-2-3.1) <p>1.4.2 Selecting appropriate words to use in context</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Word games <ul style="list-style-type: none"> word maps/webs pictionary charades acrostics guess the covered word word ladders Dictionaries Thesaurus 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> Classroom libraries Dictionaries Dolch word lists Scott Foresman Thesauruses Word Journeys Word Sorts 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Elementary Spelling Inventory DRA Running Record (Scott Foresman/Rigby) Dolch list Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams)

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		<p>(R-1-3.2), including words specific to the content of the text (D) (R-2-3.2)</p> <p>1.4.3 <u>Describing words in terms of:</u></p> <ul style="list-style-type: none"> • <u>categories (e.g., a mallard is a kind of duck.)</u> • <u>functions (e.g., scissors are used for cutting)</u> • <u>features (e.g., a rectangle has four sides (R-1.3.3))</u> 		<ul style="list-style-type: none"> • <i>Words Their Way</i> 	<p>SUGGESTED</p> <ul style="list-style-type: none"> • IRI - Scott Foreman Individual Reading Inventory • reading log • Qualitative Reading Inventory (QRI-3) (reading specialist) • pre assessment - SF Unit Skills Test 1-6
<p>READING</p> <p>1.5 Initial understanding of literary text (R-4)</p>		<p><u>Students demonstrate initial understanding of elements of literary texts including text read aloud, reading independently or in a guided manner by...</u></p> <p>1.5.1 Identifying or describing:</p> <ul style="list-style-type: none"> • character(s) • <u>setting</u> (R-1-4.1) • <u>problem/solution</u> (D) • <u>major events, as appropriate to text</u> (D) (R-2-4.1) • <u>or plot</u> (B) (R-3- 4.1) <p>1.5.2 Retelling the beginning, middle, and end of a story (R-1-4.2) or key elements of a story (D) (R-2-4.2)</p> <p>1.5.3 Responding to simple questions about a book's content (e.g. Where did Sylvester go? (R-1-4.6) and sequencing key events in order, as appropriate to text (D) (R-2-4.6)</p> <p>1.5.4 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</p>	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies for 1.5</p> <ul style="list-style-type: none"> • Story maps • Story boards • Guided reading • Shared reading • Verbal and visual paraphrasing and summarizing strategies • SF Ten Important Sentences • Story map, character maps • compare/ contrast (Venn Diagrams) 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Book closet • Classroom libraries • classroom libraries • Guided reading beach ball • Scott Foresman • Junior Great Books • Kidspiration™ • School librarian 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p> <ul style="list-style-type: none"> • IRI - Scott Foreman Individual Reading Inventory • reading log • Qualitative Reading Inventory (QRI-3)

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		<p>(B) (R-3-4.2) using a variety of organizers , e.g.</p> <ul style="list-style-type: none"> • Oral <ul style="list-style-type: none"> • retelling • summarizing • written <ul style="list-style-type: none"> • three sentence summary with beginning, middle, and end • visual <ul style="list-style-type: none"> • graphic organizers (such as, story map, character maps, KWL, compare/ contrast (Venn Diagrams/visual imagery (visual vocabulary, comic strips) <p>1.5.5 <u>Generating questions before, during, and after reading</u>(R-1-4.3) to enhance recall, (D), (R-2-4.3)</p> <p>1.5.6 <u>Distinguishing between literary and informational text (R-1-4.4)</u> and among a variety of types/genres of literary text, (D) e.g.</p> <ul style="list-style-type: none"> • poetry • plays • realistic fiction • fairytales • fables • tall tales • fantasy (D) (R-2-4.4) <p>1.5.7 Identifying literary devices as appropriate to genre:</p> <ul style="list-style-type: none"> • rhyme • repeated language (R-1-4.5) • dialogue (D) (R-2-4.4) e.g. "When I was 	<ul style="list-style-type: none"> • KWL • T-Chart • "the most important thing about....." • Kidspiration™ • School librarian 	<ul style="list-style-type: none"> • Ten Important Sentences • Scott Foresman transparencies and graphic organizers • Wipe off graphic organizers resources 	<ul style="list-style-type: none"> • (reading specialist) pre assessment - SF Unit Skills Test 1-6

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		young in the mountains..." <ul style="list-style-type: none"> alliteration and description (B) (R-3-4.4) 			
READING 1.6 Analysis of literary text (R-5)		<p>Students <u>analyze and interpret elements of literary texts, citing evidence where appropriate</u> by...</p> <p>1.6.1 Making predictions about what might happen next, and telling why the prediction was made (R-1-5.1)</p> <p>1.6.2 Identifying <u>physical</u> characteristics, <u>personality traits</u> or <u>possible motives</u> of main characters (R-1-5.2)</p> <p>1.6.3 Making basic inferences</p> <ul style="list-style-type: none"> about the text (R-1-5.3)e.g. Why did the wolf want to blow down each pig's house? or about problem or solution (D) (R-2-5.3), e.g. What helped Like to solve his problem in the story? What was Jane's problem? <p>1.6.4 Identifying who is telling the story (B) (R-3-5.4)</p> <p>1.6.5 Identifying the author's basic message (D) (R-2-5.5)</p> <p>1.6.6 Identifying possible motives of characters (D) (R-2-5.6)</p> <p>1.6.7 Recognizing explicitly stated causes or effects (D) (R-2-5.7)</p>	<p>Teacher may model and/or facilitate use of</p> <ul style="list-style-type: none"> Direct instruction Exemplar text, and other supporting/contextual materials Reader's Theater Direct instruction Graphic organizers for cause and effect Book talks Book clubs Guided reading 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <i>7 Keys to Comprehension</i> Classroom libraries Folk tale plays Junior Great Books <i>Mosaic of Thought</i> Reader's Theater <i>Reading with Meaning</i> Scott Foresman <i>Strategies That Work</i> 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Elementary Spelling Inventory DRA Running Record (Scott Foresman/Rigby) Dolch list Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p> <ul style="list-style-type: none"> IRI - Scott Foreman Individual Reading Inventory reading log Qualitative Reading Inventory (QRI-3) (reading specialist) pre assessment - SF Unit Skills Test 1-6

English Language Arts Grade 1

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STANDARDS GLEs	Applied Learning Stand. SIP	OUTCOMES/BENCHMARKS Barrington Public Schools (NECAP GLEs)	RESEARCH-BASED INSTRUCTIONAL STRATEGIES	RESOURCES	RESEARCH-BASED ASSESSMENT EVIDENCE
<p><u>READING</u></p> <p>1.7 Analysis and interpretation of literary text/citing evidence (R-16)</p>		<p>Generates a personal response to what is read aloud or read independently through a variety of means by ...</p> <p>1.7.1 Comparing stories or other texts to</p> <ul style="list-style-type: none"> • related personal experiences • prior knowledge • <u>or to other texts</u> (R-1-16.1), e.g. <ul style="list-style-type: none"> ○ text to self ○ text to text ○ text to world 	<p>Teacher may model and/or facilitate use of any and/or all of the following strategies</p> <ul style="list-style-type: none"> • Text feature scavenger hunt • Reading cover • Retelling • Reciprocal teaching • Question, Answer, Response (QAR) 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • <i>7 Keys to Comprehension</i> • Classroom libraries • Folk tale plays • Junior Great Books • <i>Mosaic of Thought</i> • Reader's Theater • <i>Reading with Meaning</i> • Scott Foresman • <i>Strategies That Work</i> • <i>Nonfiction Matters</i> 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p> <ul style="list-style-type: none"> • IRI - Scott Foreman Individual Reading Inventory • reading log • Qualitative Reading Inventory (QRI-3) (reading specialist) • pre assessment - SF Unit Skills Test 1-6
<p><u>READING</u></p>		<p>Students demonstrate initial understanding of informational texts (expository and practical texts) by...</p>	<p>Teacher may model and/or facilitate use of the following strategies for 1.9</p>	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • <i>7 Keys to</i> 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED</p>

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1.8 Initial Understanding of informational text (R-7)		<p>1.8.1 Obtaining information from text features e.g.</p> <ul style="list-style-type: none"> • title • illustration (R-1-7.1) e.g. from the title, what do we think this book will tell us? • simple table of contents (D) • glossary (D) • charts (D) • graphs (D) • diagrams (D) • illustrations (R-2-7.1) • basic transition words (B) • bold or italicized text (B) • headings, graphic organizers (B) (R-3-7.1) <p>1.8.2 Using explicitly stated information to answer questions , e.g. Where do penguins live? (R-1-7.2)</p> <ul style="list-style-type: none"> • <p>1.8.3 Locating and recording information to show understanding, when given an organizational format, e.g. T-chart, Venn diagram (D) (R-2-7.3)</p> <p>1.8.4 Organizing information to show understanding e.g. representing...</p> <ul style="list-style-type: none"> • main/central ideas (B) • details within text through charting, mapping (B) (R-3-7.3) <p>1.8.5 <u>Generating questions before, during, and after reading</u> (R-1-7.4) to enhance recall (D) (R-2-7.4)</p> <p>1.8.6 <u>Distinguishing between literary and informational texts</u> (R-1-7.5) among a variety of text, e.g.</p>	<p>Direct instruction</p> <p>Flexible grouping</p> <ul style="list-style-type: none"> • Guided reading • Read aloud <p>Graphic organizers</p> <p>Jigsaw activities</p> <p>Modeling</p> <p>Graphic organizers</p> <p>Jigsaw activities</p> <p>Modeling</p>	<p><i>Comprehension</i></p> <ul style="list-style-type: none"> • Classroom libraries • Classroom magazines • Content related materials for science and social studies • Folk tale plays • Junior Great Books • <i>Mosaic of Thought</i> • Reader's Theater • <i>Reading with Meaning</i> • Scott Foresman • Scott Foresman non fiction class libraries • <i>Strategies That</i> 	<p>STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p> <ul style="list-style-type: none"> • IRI - Scott Foreman Individual Reading Inventory • reading log • Qualitative Reading Inventory (QRI-3) (reading specialist) • pre assessment - SF Unit Skills Test 1-6

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		<ul style="list-style-type: none"> • references: <ul style="list-style-type: none"> ○ dictionaries ○ glossaries ○ children's magazines ○ content trade books ○ textbooks ○ children's/student newspapers (D) (R-2-7.5) • practical/functional: <ul style="list-style-type: none"> ○ procedures/instructions ○ announcements ○ invitations ○ book orders (D) (R-2-7.5) 		<p><i>Work</i></p> <ul style="list-style-type: none"> • <i>Nonfiction Matters</i> 	
<p><u>READING</u></p> <p>1.9 Analysis and interpretation of informational texts/citing evidence (R-8)</p>		<p>Students analyze and interpret informational text read aloud or <u>independently</u>, citing evidence as appropriate by...</p> <p>1.9.1 Telling what was learned, e.g. What do penguins eat? Show me where you found that information. (R-1-8.1)</p> <p>1.9.2 Connecting information <i>within</i> a text (D) (R-2-8.1)</p> <ul style="list-style-type: none"> • e.g. Combining or comparing facts and details presented - What food is eaten by both kinds of fish? <p>1.9.3 <u>Identifying the topic of the text or explaining the title</u> (R-1-8.2)</p> <p>1.9.4 Recognizing generalizations about text (e.g. identifying</p> <ul style="list-style-type: none"> • appropriate titles or main/central ideas (D) 	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Direct instruction • Guided reading • Classroom magazine (e.g. Weekly Reader) • Non fiction texts 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • <i>Classroom libraries</i> • <i>Non Fiction Matters</i> • <i>Reading with Meaning</i> • <i>Scott Foresman</i> • <i>Strategies That Work</i> • <i>Nonfiction Matters</i> 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p> <ul style="list-style-type: none"> • IRI - Scott Foreman Individual Reading Inventory

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		<p>(R-2-8.2)</p> <ul style="list-style-type: none"> • assertions (B) • controlling ideas (B) (R-3-8.2) <p>1.9.5 Making basic inferences:</p> <ul style="list-style-type: none"> • or drawing basic conclusions, e.g. From what we just read, why do you think firefighters wear special uniforms? (R-1-8.3) • or forming judgments/opinions about central ideas that are relevant (B) (R-3-8.3) <p>1.9.6 Identifying facts presented in text (D) (R-2-8.4) or distinguishing fact from opinion (B) (R-3-8.4)</p> <p>1.9.7 Making inferences about causes or effects when signal words are present (D)(R2-8.5) e.g. "the sun came out. The puddle dried up." What made the puddle dry up?</p>			<ul style="list-style-type: none"> • reading log • Qualitative Reading Inventory (QRI-3) (reading specialist) • pre assessment - SF Unit Skills Test 1-6 • SF Owl Questions
<p>READING</p> <p>1.1.0 Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension (R-12)</p>		<p>Students demonstrate the ability to monitor comprehension for different types of text and purposes by</p> <p>1.10.1 <u>Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context</u>, e.g.</p> <ul style="list-style-type: none"> o syntax/language structure o semantics/meaning o pictures (R-1-12.1) <p>1.10.2 Using a range of self-monitoring and self-correction approaches, e.g.</p> <ul style="list-style-type: none"> • predicting upcoming text (D) 	<p>Teacher may model and/or facilitate use of the following strategies for 1.10</p> <ul style="list-style-type: none"> • "fix-up strategies": using prior knowledge • sampling a page for readability • summarizing • predicting and making text based inferences • determining importance • generating literal, clarifying, and inferential questions 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • Classroom libraries • Junior Great Books • <i>Non Fiction Matters</i> • <i>Reading with Meaning</i> 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> • Elementary Spelling Inventory • DRA • Running Record (Scott Foresman/Rigby) • Dolch list • Phonemic awareness assessment - TBD (Yopp)

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		<ul style="list-style-type: none"> monitoring (D) adjusting rate (D) confirming through the use of print, syntax/language structure (D) other context cues (e.g. pictures) (D) (R-2-12.1) 	<ul style="list-style-type: none"> constructing sensory images (making pictures in one's mind) making connections (text to self, text to text, and text to world) taking notes (e.g post-its) locating, using and analyzing text features, cause/effect, compare/contrast self-monitoring, self correcting, and skimming/scanning metacognition strategies for understanding text (see addendum) 	<ul style="list-style-type: none"> Scott Foresman <i>Strategies That Work</i> Post-its for monitoring text comprehension 	<p>Singer or MJ Adams)</p> <p>SUGGESTED</p> <ul style="list-style-type: none"> IRI - Scott Foreman Individual Reading Inventory reading log Qualitative Reading Inventory (QRI-3) (reading specialist) pre assessment - SF Unit Skills Test 1-6
<p>READING</p> <p>1.11 Strategies for Reading Comprehension (R-13)</p>		<p>Students</p> <p>1.11.1 Uses comprehension strategies before, during, <u>while reading</u> or listening to literary and information text by</p> <ul style="list-style-type: none"> using prior Knowledge predicting and making text based inferences generating clarifying questions constructing sensory images (making pictures in one's mind) making connections (text to self, text to text, and text to world) (R-1-13) determining importance (b) locating, using and analyzing text features (e.g. , parts of the book, (D) (R-2-13) 	<p>Teacher may model and/or facilitate use of the following strategies for 1.12</p> <ul style="list-style-type: none"> Self-selection of reading materials Metacognition strategies for understanding text 8 comprehension strategies Think alouds/read alouds Guided reading 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> <i>7 Keys to Reading Comprehension</i> Classroom libraries <i>Non Fiction Matters</i> <i>Reading with Meaning</i> 	<p>Assessments/evidence see pages 1-2</p> <p>REQUIRED STANDARDIZED/ FORMALIZED ASSESSMENTS</p> <ul style="list-style-type: none"> Elementary Spelling Inventory DRA Running Record (Scott Foresman/Rigby) Dolch list Phonemic awareness assessment - TBD (Yopp Singer or MJ Adams) <p>SUGGESTED</p>

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		transition words, subheadings, bold/italicized print (B) (R-3-13)		<ul style="list-style-type: none"> • <i>Scott Foresman</i> • <i>Strategies That Work</i> 	<ul style="list-style-type: none"> • IRI - Scott Foreman Individual Reading Inventory • reading log • Qualitative Reading Inventory (QRI-3) (reading specialist) • pre assessment - SF Unit Skills Test 1-6
<p>READING</p> <p>1.12 Breadth of Reading widely (R-14)</p>		<p>Students demonstrate the habit of reading widely by...</p> <p>1.12.1 Reading with frequency including</p> <ul style="list-style-type: none"> • in school • out of school • and summer reading (B) (R-3-9-1) <p>1.12.2 Reading from a wide range of genres/kinds of text, and a variety of authors (B) (R-3-9.2)</p> <p>1.12.3 Reading multiple texts for depth of understanding an author or genre (B) (R-3-9.3)</p>	<p>Teacher may model and/or facilitate use of the following strategies for 1.13</p> <ul style="list-style-type: none"> • Self-selection of reading materials • Author's study • Reading logs • Response journal 	<p>Resources see pages 1-2</p> <ul style="list-style-type: none"> • <i>Classroom libraries</i> • <i>Guiding Readers and Writers</i> • <i>Reading Essentials</i> • <i>Reading with Meaning</i> • <i>Scott Foresman</i> • <i>Strategies that Work</i> 	<p>Assessments/evidence see pages 1-2</p> <ul style="list-style-type: none"> • Informal teacher observation
<p>READING</p> <p>1.13 Breadth of</p>		<p>Students demonstrate participation in a literate community by</p>	<p>Teacher may model and/or facilitate use of the following</p>	<p>Resources see pages 1-2</p>	<p>Assessments/evidence see pages 1-2</p>

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Reading extensively (R-17)		1.13.1 Self selecting reading materials aligned with reading ability and personal interests (B) (R-3-17.1) 1.13.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (B) (R3-17.2)	strategies <ul style="list-style-type: none"> Literature discussions Teacher led book talks during Guided reading DEAR (drop everything and read) Library 	<ul style="list-style-type: none"> Classroom libraries Scott Foresman School library and librarian 	Informal teacher observation
READING 1.14 Breadth of reading: Reading for Research Across Content Areas (R-15)		Students read multiple sources of research (including print and non-print) to report information (R-3-15) 1.14.1 Using sources provided (B) (R-3-15.1) 1.14.2 Evaluating information presented in terms of relevance (B) (R-3-15.2) 1.14.3 Gathering, and using a given structure to organize it (B) (R-3-15.3) 1.14.4 Using evidence to support conclusions (B) (R-3-15-4)	Teacher may model and/or facilitate use of the following strategies for <ul style="list-style-type: none"> Identification and selection of text appropriate to research topic/area of interest library, electronic media and/or databases Graphic organizer or source information sheets 	Resources see pages 1-2 Classroom libraries Scott Foresman school library and librarian	Assessments/evidence see pages 1-2 Informal teacher observation

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<p style="text-align: center;"><u>WRITING</u></p> <p>GLE WRITTEN COMMUNICATION CLUSTERS</p> <ul style="list-style-type: none"> • Habits of Writing • Structures of Language • Reading-Writing Connection • Expressive Writing (narratives, poetry, reflective) • Information Writing (reports, procedures) • Writing conventions 		<p style="text-align: center;"><u>NECAP GRADE LEVEL EXPECTATIONS</u></p> <p>All of the concepts and skills identified at a given grade level are "fair game" for large scale assessment purposes if indicated by (state assessment, grade...).</p> <p>Each GLE includes three parts:</p> <ul style="list-style-type: none"> • A statement in bold. called the "stem" is at the beginning of each GLE. Each "stem" is the same or similar across the grades for a given GLE, and is meant to communicate the main curriculum and instructional focus of the GLE across the grades. • The unbolded text within a GLE indicates how the GLE is specified at a given grade level. There are often several indicators for each GLE stem. Each indicator is coded and indicated fair game for "state" or "local" assessment • Differences between adjacent grades are underlined. Sometimes nothing is underlined within a GLE. In these situations, differences in adjacent grades "assumes increasing text complexity" and is noted for those GLE_s. • Each GLE is coded for the content area, the grade level, the GLE "stem" number, and specific indicator for that GLE stem, (e.g. R - 5-6.2) means R (reading), 5 (grade 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence' • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Models think alouds</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Grade 1</i> <p><u>Consumables</u></p> <ul style="list-style-type: none"> • Scott Foresman Teacher Resource <p><u>Core Books</u> Classroom libraries</p> <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • <i>6+1 Traits of Writing™</i> • <i>The Art of Writing</i>, Lucy Calkins • <i>Writing Essentials</i>, Regie Routman • <i>Guiding Readers and Writers</i>, gr. K-2, Fountas and Pinnell • <i>Infusing Critical Thinking Skills in the Content Area</i> (graphic organizers) • <i>Strategies that Work</i>, Harvey, Goudais • <i>Non Fiction Matters</i>. Harvey • <i>Picture Books, Culham</i> • <i>Mini Lessons, Fletcher</i> • <i>Words Their Way</i>, Johnston, Inverniza, Bear <p><u>Technology</u></p> <ul style="list-style-type: none"> • Computers, internet access, word processing • computers • Alpha Smarts • books on tape • SFreeding.com • Kidpiration™ 	<p><u>REQUIRED</u></p> <p>COMMON LOCAL ASSESSMENTS</p> <ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literary or informational text • Narrative Writing Rubric <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>District writing prompts and benchmark papers</p> <p>Exhibits</p> <p>Interviews</p> <p>Free writes, quick writes</p> <p>Graphic organizers and/or visual imagery</p> <p>Journals</p> <p>PRE ASSESSMENTS (Scott Foresman Unit Skills Test # 1-6)</p> <p>PORTFOLIO</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> • role playing, short plays (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing (interpersonal) • songs, lyrics (musical) <p>Performance/problem-based tasks</p> <p>Readers' Writers' Notebook (e.g. science, social studies)</p> <p>Reading log</p>

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		<p>5), 6 (6th GLE stem), 2 (the second specific indicator for the 6th GLE stem).</p> <p>If an outcome does not have a GLE number, it indicates this is an additional expectation for Barrington Public Schools.</p> <p>Outcomes and Benchmarks are indicated for all WRITING GLEs/standards and are secured for this grade level unless indicated with a B for beginning or a D for developing.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. One, some, or all of these may be used for specific outcomes/benchmarks. The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p>dominance (spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist)</p> <p>Organizes exhibition of student work with rubrics</p> <p>Collaborates with specialists to differentiate instruction for ALL students</p> <p><u>WRITING STRATEGIES</u></p> <p>Employs writing process</p> <ul style="list-style-type: none"> • prewriting • drafting • revising • editing • publishing <p>Employs 6+1 Traits of Writing™</p> <ul style="list-style-type: none"> • organization • idea • voice • sentence fluency • convention • word choice • presentation <p>Teacher led book clubs</p> <p>Facilitates the development of word walls</p> <p>Models a variety of graphic organizing strategies (e.g. sequence organizers, concept development, compare/contrast organizers, relational organizers, concept word maps, etc.</p>	<ul style="list-style-type: none"> • Video streaming • SF Building Background CDs • listening centers • CD Rom <p><u>Materials</u></p> <ul style="list-style-type: none"> • word wall chart • clear expectations posters • Scot Foresman transparencies and graphic organizers <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • Scott Foresman, Depth of Knowledge/Multi intelligence matrix (DOK/MI Matrix) • rubrics and criteria charts • SF song and rhymes phonics charts • professional videos <p><u>School library resources</u></p> <ul style="list-style-type: none"> • school-wide magazines, newsletters, Editorial Board <p><u>Community</u></p> <ul style="list-style-type: none"> • Extended Day Enrichment • Storyteller • PTO • guest readers/writers • field trips • town meeting • Service Learning 	<p>Rubrics</p> <ul style="list-style-type: none"> • Response to literary or informational text • Informational (report, procedural)

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<p><u>WRITING</u></p> <p>2.1. Habits of Writing: Writing Process, Writing Extensively (W-10, W-11)</p>		<p>Students</p> <p>2.1.1 Begins to use the writing process:</p> <ul style="list-style-type: none"> • prewriting: <ul style="list-style-type: none"> ○ establish purpose ○ generate ideas ○ organize ideas • drafting: <ul style="list-style-type: none"> ○ produce a written draft for a specific audience • revising content: <ul style="list-style-type: none"> ○ reflect, add, delete, define content by self, teacher and peer • editing conventions and mechanics: <ul style="list-style-type: none"> ○ check for correctness with self, teacher, and peer ○ read aloud with self, teacher, and peer • publishing <ul style="list-style-type: none"> ○ share final draft with intended audience (W-1-10) <p>2.1.2 Know and apply the <i>6+1 Traits of Writing™</i> at the appropriate points in the writing process</p> <ul style="list-style-type: none"> • organization • idea • voice • sentence fluency • convention • word choice • presentation 	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Models writing process and story writing • Think aloud • Graphic organizing strategies • Conferencing: teacher, peer • Interactive writing • Direct teaching • Using picture books to model 6 traits • Examples of student work 	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student Traits,</i> • <i>Scott Foresman , Teacher Manual,</i> • <i>The Art of Teaching Writing- Calkins</i> • <i>Writing Essentials- Routman</i> • <i>6 trait resource packet</i> • <i>Picture Books</i> • <i>Guiding Readers and Writers- Fountas and Pinnell</i> • <i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i> • <i>Conversations- Routman</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i> • <i>Creating Writers- Spandel</i> • <i>Craft Lessons Teaching Writing K-8- Fletcher</i> • <i>Writing Workshop The Essential Guide- Fletcher</i> • <i>What a Writer Needs- Fletcher</i> • <i>The Revision Toolbox- Heard</i> • <i>Nonfiction Matters- Harvey</i> • Classroom Library 	<p>Instructional strategies same as pages 18-19</p> <p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • Informal Teacher Observation/Assessment • Writer's Workshop • Teacher/Student Conferences

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		<p>2.1.3 Write with frequency including</p> <ul style="list-style-type: none"> • across content areas (e.g. science, social studies, Readers/Writers notebooks) • in-school, out of school • during the summer (B) (W-3-11.1) <p>2.1.4 Share thoughts, observations, or impressions across content areas (B) (W-3-11.2) e.g.</p> <ul style="list-style-type: none"> • Writer's Workshop • Author's Chair • peer/teacher conferencing • self reflection (rubrics, criteria charts, think-pair-share) • parent student share • content area journals 	<ul style="list-style-type: none"> • Direct teaching • Quick writes (Science) • Letter writing • Journal writing 	<ul style="list-style-type: none"> • School Library • Book Closet 	<p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • District writing rubrics • Informal teacher observation • Teacher/student conferences
<p><u>WRITING</u></p> <p>2.2. Structures of Language - Applying understanding of sentences, paragraphs, text structures (W-1)</p>		<p>Students demonstrates command of the structures of sentences, paragraphs, and text structures by</p> <p>2.2.1 Using the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.2.2 <u>Writing recognizable short sentences</u> (W-1-1.1),</p> <ul style="list-style-type: none"> • telling sentence (declarative) • asking sentence (interrogative) • exclamatory sentence 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Writer's workshop • Writing process • SF writing transparencies • Peer editing 	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student Traits,</i> • <i>Scott Foresman , Teacher Manual,</i> • <i>The Art of Teaching Writing- Calkins</i> • <i>Writing Essentials- Routman</i> • <i>6 trait resource packet</i> • <i>Picture Books</i> 	<p>Assessment/evidence same as pages 18-19</p> <p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • District writing rubrics • Informal teacher observation • Teacher/student

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		<p>2.2.3 <u>Distinguishing between letters, words, sentences, (W-1-1.5) and paragraphs (D) (W-2-1.5)</u></p> <p>2.2.4 <u>Beginning to recognize complete sentences (e.g. simple and compound) (B) (W-3-1.5)</u></p> <p>2.2.5 <u>Applying directionality as appropriate to text</u> e.g.</p> <ul style="list-style-type: none"> • <u>left to right</u> • <u>top to bottom (W-1-1.6)</u> • <u>front to back (D) (W-2-1.6)</u> <p>recognizing indentations for new paragraphs (B) (W-3-1.6)</p>	<ul style="list-style-type: none"> • Teacher student conferencing • Examples from student work • Using picture books as examples 	<ul style="list-style-type: none"> • <i>Guiding Readers and Writers- Fountas and Pinnell</i> • <i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i> • <i>Conversations- Routman</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i> • <i>Creating Writers- Spandel</i> • <i>Craft Lessons Teaching Writing K-8- Fletcher</i> • <i>Writing Workshop The Essential Guide- Fletcher</i> • <i>What a Writer Needs- Fletcher</i> • <i>The Revision Toolbox- Heard</i> • <i>Nonfiction Matters- Harvey</i> • Classroom Library • School Library • Book Closet 	<p>conferences</p>
<p><u>WRITING</u></p> <p>2.3 Writing in Response to Literary or Informational Text - Showing</p>		<p>Students</p> <p>2.3.1 Use the writing process (prewriting, drafting, revising, editing, and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.3.2 Begin to show an understanding of plot/ideas/ concepts in literary or informational texts by</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Interactive writing • Model texts • Think aloud 	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student Traits,</i> • <i>Scott Foresman , Teacher Manual,</i> • <i>The Art of Teaching Writing- Calkins</i> • <i>Writing Essentials- Routman</i> 	<p>Assessment/evidence same as pages 18-19</p> <p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • District writing rubrics • Informal teacher observation

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Understanding of Ideas in Text (W-2)		<ul style="list-style-type: none"> • selecting appropriate information to set context/background (e.g. of providing context: author, title, brief summary) (B) (W-3-2.1) • connecting what has been read (plot/ideas/concepts) to: <ul style="list-style-type: none"> ○ prior knowledge ○ other texts, by referring to relevant ideas (B) (W-3-2.3) 	<ul style="list-style-type: none"> • Picture books • Direct teaching • Response journals 	<ul style="list-style-type: none"> • <i>6 trait resource packet</i> • <i>Picture Books</i> • <i>Guiding Readers and Writers- Fountas and Pinnell</i> • <i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i> • <i>Conversations- Routman</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i> • <i>Creating Writers- Spandel</i> • <i>Craft Lessons Teaching Writing K-8- Fletcher</i> • <i>Writing Workshop The Essential Guide- Fletcher</i> • <i>What a Writer Needs- Fletcher</i> • <i>The Revision Toolbox- Heard</i> • <i>Nonfiction Matters- Harvey</i> • Classroom Library • School Library • Book Closet 	<ul style="list-style-type: none"> • Teacher/student conferences
<u>WRITING</u> 2.4 Writing in Response to Literary or Information-		<p>In response to literary or informational text, read aloud, <u>or independently</u>, students make and support analytical judgments about the text by (W- 1-3)</p> <p>2.4.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Writer's Workshop 	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student Traits,</i> • <i>Scott Foresman , Teacher Manual,</i> 	<p>Assessment/evidence same as pages 18-19</p> <p><u>SUGGESTED</u></p> <p>COMMON LOCAL ASSESSMENTS</p>

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<p>al Text - Making Analytical Judgments about Text (W-3)</p>		<p>2.4.2 Using prior knowledge or references to text to respond to a question (<u>evidence may take the form of pictures, words, sentences or some combinations</u>) (W-1-3.1)</p> <p>2.4.3 Stating a focus (purpose), when responding to a given question (D) (W-2-3.1)</p> <p>2.4.4 Using details or references to text to support a given focus (may include prior knowledge) (D) (W-2-3.3)</p> <p>2.4.5 Organizing ideas, using</p> <ul style="list-style-type: none"> • a beginning, middle, and concluding statement/sentence given a structure, e.g. template, graphic organizer (W-3-3.4) • basic transition (first, next, then finally) and having a concluding statement) (B) (W-3-3.4) 	<ul style="list-style-type: none"> • Prewriting • Drafting • Modeling • Questioning • Peer conferencing/review • Journal writing • Think pair and share • Reflecting • Response journal 	<ul style="list-style-type: none"> • <i>The Art of Teaching Writing- Calkins</i> • <i>Writing Essentials- Routman</i> • <i>6 trait resource packet</i> • <i>Picture Books</i> • <i>Guiding Readers and Writers- Fountas and Pinnell</i> • <i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i> • <i>Conversations- Routman</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i> • <i>Creating Writers- Spandel</i> • <i>Craft Lessons Teaching Writing K-8- Fletcher</i> • <i>Writing Workshop The Essential Guide- Fletcher</i> • <i>What a Writer Needs- Fletcher</i> • <i>The Revision Toolbox- Heard</i> • <i>Nonfiction Matters- Harvey</i> • Classroom Library • School Library • Book Closet 	<ul style="list-style-type: none"> • Scott Foresman Benchmark Tests as determined by the district • Response to Literature <p style="text-align: center;">PORTFOLIO</p>
<p><u>WRITING</u></p> <p>2.5 Narrative</p>		<p>In writing narratives, students organize and relate (writes/tells) a story line/plot/series of events by...</p> <p>2.5.1 Use the writing process (prewriting, drafting,</p>	<p>Teacher may model and/or facilitate use of the following strategies for</p>	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student</i> 	<p>Assessment/evidence same as pages 18-19</p> <p style="text-align: center;"><u>REQUIRED</u></p>

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<p>Writing - Creating a Story Line (W-4)</p>		<p>revising, editing and publishing) and <i>6+1 Traits of Writing™</i>.</p> <p>2.5.2 Creating an understandable storyline, when given a structure (<u>may take form of words or pictures or some combination</u>) (W-1-4.1)</p> <p>and with a beginning, middle, end when given a structure (D) (W-2-4.1)</p>	<ul style="list-style-type: none"> • Writer's Workshop • Direct Teaching • Teacher/Student Conferencing • Teacher Modeling • Student Modeling 	<p><i>Traits,</i></p> <ul style="list-style-type: none"> • <i>Scott Foresman , Teacher Manual,</i> • <i>The Art of Teaching Writing- Calkins</i> • <i>Writing Essentials- Routman</i> • <i>6 trait resource packet</i> • <i>Picture Books</i> • <i>Guiding Readers and Writers- Fountas and Pinnell</i> • <i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i> • <i>Conversations- Routman</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i> • <i>Creating Writers- Spandel</i> • <i>Craft Lessons Teaching Writing K-8- Fletcher</i> • <i>Writing Workshop The Essential Guide- Fletcher</i> • <i>What a Writer Needs- Fletcher</i> • <i>The Revision Toolbox- Heard</i> • <i>Nonfiction Matters- Harvey</i> • Classroom Library • School Library • Book Closet 	<ul style="list-style-type: none"> • District Narrative Writing Prompt and Rubric <p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • Informal Teacher observation • Student created criteria checklist

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<p><u>WRITING</u> 2.6 Narrative Writing - Applying Narrative Strategies (W-5)</p>		<p>Students demonstrate use of narrative strategies by (W-5-5)</p> <p>2.6.1 <u>Extending and elaborates ideas</u> (W-1-5.6)</p> <p>2.6.2 <u>Using details</u> (may be in the form of words or pictures) (W-1.5.1)</p> <p>2.6.3 Identifying character(s) (W-1-5.3)</p> <p>2.6.4 Writing about observations and experiences (D) (W-2-5.5)</p> <p>2.6.5 Using descriptive words (D) (W-2-5.1) and details (B) (W-3-5.1)</p> <p>2.6.6 Identifying character(s) (D) (W-3-5.3)</p>	<p>Teacher may model and/or facilitate use of the following strategies</p> <ul style="list-style-type: none"> • Writer's Workshop • Direct teaching • Teacher/Student Conferencing • Using picture books to model narrative writing 	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student Traits,</i> • <i>Scott Foresman , Teacher Manual,</i> • <i>The Art of Teaching Writing- Calkins</i> • <i>Writing Essentials- Routman</i> • <i>6 trait resource packet</i> • <i>Picture Books</i> • <i>Guiding Readers and Writers- Fountas and Pinnell</i> • <i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i> • <i>Conversations- Routman</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i> • <i>Creating Writers- Spandel</i> • <i>Craft Lessons Teaching Writing K-8- Fletcher</i> • <i>Writing Workshop The Essential Guide- Fletcher</i> • <i>What a Writer Needs- Fletcher</i> • <i>The Revision Toolbox- Heard</i> • <i>Nonfiction Matters- Harvey</i> • Classroom Library 	<p>Assessment/evidence same as pages 18-19</p> <p><u>REQUIRED</u></p> <ul style="list-style-type: none"> • District Narrative Writing Prompt and Rubric <p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • Informal teacher observation • Student created criteria checklist

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				<ul style="list-style-type: none"> • School Library • Book Closet 	
<p><u>WRITING</u></p> <p>2.7 Informational Writing (Reports, Procedures, or Persuasive Writing) - Organizing and Conveying Information (W-6)</p>		<p>In informational writing (reports and procedures), students organize ideas/concepts and</p> <p>2.7.1 Use the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i></p> <p>2.7.2 <u>Listing steps of a procedure in a logical order, with instructional support</u> (W-1-6.5)</p> <p>2.7.3 Beginning to use a given organizational structure for grouping ideas (e.g. template, frame, graphic organizer), with instructional support (D) (W-2-6.1)</p> <p>2.7.4 Beginning to list steps of a procedure in a logical order (D) (W-2-6.5)</p> <p>2.7.5 Beginning to providing a list of materials to be used in a task, if appropriate (D) (W-2-6.6)</p> <p>2.7.6 Beginning to use basic transition words when appropriate (e.g. first, then next, finally) (B) (W-3-6.3)</p> <p>2.7.7 Beginning to provide a concluding statement (B) (W-3-6.4)</p> <p>2.7.8 Beginning to use numbering or words to arrange the steps in a logical manner (e.g. first, next) (B) (W-3-6.5)</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Graphic organizers • Direct instruction • Writer's Workshop • Teacher/student conferencing • Interactive Writing 	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • District benchmark papers • <i>Write Traits™ Student Traits</i>, • <i>Scott Foresman, Teacher Manual</i>, • <i>The Art of Teaching Writing- Calkins</i> • <i>Writing Essentials- Routman</i> • <i>6 trait resource packet</i> • <i>Picture Books</i> • <i>Guiding Readers and Writers- Fountas and Pinnell</i> • <i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i> • <i>Conversations- Routman</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i> • <i>Creating Writers- Spandel</i> • <i>Craft Lessons Teaching Writing K-8- Fletcher</i> • <i>Writing Workshop The Essential Guide- Fletcher</i> • <i>What a Writer Needs- Fletcher</i> 	<p>Assessment/evidence same as pages 18-19</p> <p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • Informal teacher observation • Teacher led conferences • District informational and narrative procedural writing rubrics

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		<p>2.7.9 Beginning to provide a list of materials to be used, if appropriate (B) (W-3-6.6)</p> <p>2.7.10 Beginning to synthesize information and create a report/essay with teacher support that,</p> <ul style="list-style-type: none"> • contains main idea (B) • presents information in an organized way (B) • contains interesting, clear and varied sentences (B) • uses facts to support ideas (B) • uses appropriate voice (B) • provides a conclusion (B) • (e.g. biography, science) (B) <p>2.7.11 Beginning to write in procedural genre in order to give steps on how to make or do something by</p> <ul style="list-style-type: none"> • providing an introduction (lead) (B) • communicating the steps in a logical manner (B) • advancing the reader's understanding by explaining the conditions for use and the materials needed (B) • including, if appropriate, illustrations or diagrams to help the reader visualize the process and understand it more fully (B) • providing a conclusion (B) 	<ul style="list-style-type: none"> • Graphic organizers • Direct instruction • Writer's Workshop • Teacher/student conferencing • Interactive writing 	<ul style="list-style-type: none"> • <i>The Revision Toolbox-Heard</i> • <i>Nonfiction Matters-Harvey</i> • Classroom Library • School Library • Book Closet 	<p>SUGGESTED</p> <ul style="list-style-type: none"> • Informal teacher observation • Teacher led conferences • District informational and narrative procedural writing rubrics
<p>WRITING</p> <p>2.8 Informational writing (W-8)</p>		<p>In informational writing (report or procedure), students effectively convey purpose by....</p> <p>2.8.1 <u>Using pictures to create meaning</u> (W-1-7.1)</p>	<p>Teacher may model and/or facilitate the following strategies</p>	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • <i>Write Traits™ Student Traits,</i> 	<p>Assessment/evidence same as pages 18-19</p> <p>SUGGESTED</p> <ul style="list-style-type: none"> • Informal teacher

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		2.8.2 Establishing a topic (D) (W-2-7.1) 2.8.3 Restating a given focus/controlling idea on a topic (purpose) (D) (W-2-7.2), e.g. <ul style="list-style-type: none"> • "dogs" = topic • "dogs make good pets" = focus 	<ul style="list-style-type: none"> • Graphic organizers • Direct instruction • Writer's Workshop • Teacher/student conferencing • Interactive Writing 	<ul style="list-style-type: none"> • <i>Scott Foresman , Teacher Manual,</i> • <i>The Art of Teaching Writing- Calkins</i> • <i>Writing Essentials- Routman</i> • <i>6 trait resource packet</i> • <i>Picture Books</i> • <i>Guiding Readers and Writers- Fountas and Pinnell</i> • <i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i> • <i>Conversations- Routman</i> • <i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i> • <i>Creating Writers- Spandel</i> • <i>Craft Lessons Teaching Writing K-8- Fletcher</i> • <i>Writing Workshop The Essential Guide- Fletcher</i> • <i>What a Writer Needs- Fletcher</i> • <i>The Revision Toolbox- Heard</i> • <i>Nonfiction Matters- Harvey</i> • Classroom Library • School Library • Book Closet 	<ul style="list-style-type: none"> • observation • Teacher led conferences • District informational writing rubric

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<p><u>WRITING</u></p> <p>2.9 Informational Writing (Reports, Procedures, or Persuasive Writing) - Using Elaboration Strategies (W-8)</p>		<p>In informational writing (reports or procedure) students demonstrate use of a range of elaboration strategies by</p> <p>2.9.1 Identifying details/information relevant to topic and/or given focus (<u>details/information may take the form of pictures with captions, words, sentences, or some combination</u>) (W-1-8.1)</p> <p>2.9.2 Including details/information relevant to topic and/or given focus (D) (W-2-8.1)</p> <p>2.9.3 Using pictures to illustrate ideas (D) (W-2-8.3)</p> <p>2.9.4 Writing a report that</p> <ul style="list-style-type: none"> • uses the writing process (prewriting, drafting, revising, editing and publishing) and <i>6+1 Traits of Writing™</i>. • includes details for appropriate depth of information (B) (W-3-8.3) : <ul style="list-style-type: none"> • naming • describing • explaining • comparing • use of visual images 	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Graphic organizers • Direct instruction • Writer's Workshop • Teacher/student conferencing • Interactive writing 	<p>Resources same as pages 18-19</p> <p><i>Write Traits™ Student Traits,</i></p> <p><i>Scott Foresman , Teacher Manual,</i></p> <p><i>The Art of Teaching Writing- Calkins</i></p> <p><i>Writing Essentials- Routman</i></p> <p><i>6 trait resource packet</i></p> <p><i>Picture Books</i></p> <p><i>Guiding Readers and Writers- Fountas and Pinnell</i></p> <p><i>Units of Study for Primary Writing: A Year Long Curriculum- Calkins</i></p> <p><i>Conversations- Routman</i></p> <p><i>Books, Lessons, Ideas for Teaching the Six Traits- Spandel</i></p> <p><i>Creating Writers- Spandel</i></p> <p><i>Craft Lessons Teaching Writing K-8- Fletcher</i></p> <p><i>Writing Workshop The Essential Guide- Fletcher</i></p> <p><i>What a Writer Needs- Fletcher</i></p> <p><i>The Revision Toolbox- Heard</i></p> <p><i>Nonfiction Matters- Harvey</i></p> <p>Classroom Library</p> <p>School Library</p> <p>Book Closet</p>	<p>Assessment/evidence same as pages 18-19</p> <p><u>SUGGESTED</u></p> <ul style="list-style-type: none"> • Informal teacher observation • Teacher led conferences • District informational writing rubric
<p><u>WRITING</u></p>		<p>In independent writing, students demonstrate command of appropriate English conventions by..</p>	<p>Teacher may model and/or facilitate the following strategies</p>	<p>Resources same as pages 18-19</p> <ul style="list-style-type: none"> • <i>Words Their</i> 	<p>Assessment/evidence same as pages 18-19</p>

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2.10 Applying rules of Grammar, Usage, and Mechanics (W-9)		2.10.1 Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed) (W-1-9.5) 2.10.2 <u>Correctly spelling own first name</u> (W-1-9.6) 2.10.3 <u>Correctly spelling many common words</u> (e.g. had, can) (W-1-9.7) 2.10.4 Using capital letters for the beginning of sentences and names (D) (W-2-9.2) 2.10.5 Using correct end punctuation in simple sentences (e.g. period) (D) (W-2-9.4) 2.10.6 Correctly spelling grade-appropriate, high-frequency words (b) (W-2-9.5) 2.10.7 Correctly spelling most words with regularly spelled patterns (e.g. consonant-vowel patterns (e.g. consonant-vowel consonant, CVC with silent e, one syllable words with blends) (b) (W-2-9.7) 2.10.8 Giving a readable and accurate phonetic spelling for words that have not been taught (D) (W-2-9.8) 2.10.9 Representing each sound heard in a word with a feature of print (D) (W-2-9.9)	<ul style="list-style-type: none"> Journal writing Mini lesson (e.g. warm-ups) Examples of student work Shared writing Interactive writing Morning message Word wall Sight word games Guided reading 	<ul style="list-style-type: none"> <i>Way Sorts</i> <i>Word Journeys</i> <i>All Sorts of Sorts</i>, Sharon Brown <i>Month By Month Phonics</i>, Cunnigham <i>Making Words</i>, Cunnigham Student Quick Word Book Word Wall Book Closet (leveled readers) 	<p>REQUIRED</p> <ul style="list-style-type: none"> Elementary Spelling Inventory District rubrics (conventions) <p>SUGGESTED</p> <ul style="list-style-type: none"> Informal teacher observation

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<p style="text-align: center;"><u>ORAL COMMUNICA TION</u></p> <p>Speaking and Listening (New Standards)</p>		<p>There are no GLE for speaking for grade 3. <i>New Standards Speaking and Listening</i> standards were used for outcomes and benchmarks.</p> <p>The instructional strategies, resources, and assessments to the right are a reference list of possible ways to teach and measure the outcomes/benchmarks. <i>One, some, or all of these may be used for specific outcomes/benchmarks.</i> The lists reflect research-based instructional strategies and assessments, and all of the district initiatives. Required district-wide assessments that includes common local assessments (mid-term/final exams), STANDARDIZED/ FORMALIZED tests, and portfolios are indicated and it is the expectation they will be used for all outcomes/benchmarks</p> <p>When an instructional strategy, resource, or assessment is specific to an outcome/benchmark, it may be listed next to the benchmark.</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>The teacher Employs strategies of "best practice" (student-centered, experiential, holistic, authentic, expressive, reflective, social, collaborative, democratic, cognitive, developmental, constructivist/heuristic, and challenging)</p> <p>Facilitates the integration of Applied Learning Standards (SCANS)</p> <ul style="list-style-type: none"> • problem solving • communication tools • information tools • self-management tools • working with others <p>Applies Principles of Learning (POL) ®</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence' • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jig sawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Analyzes pre-assessment to direct instruction</p> <p>Provides exemplars and rubrics</p> <p>Addresses multiple intelligences and brain dominance</p>	<p><u>Textbook</u></p> <ul style="list-style-type: none"> • <i>Scott Foresman Grade 1</i> <p><u>Core Books</u> classroom libraries</p> <p><u>Supplementary books</u></p> <ul style="list-style-type: none"> • <i>New Standards Speaking and Listening</i> <p><u>Technology</u></p> <ul style="list-style-type: none"> • computers, internet access, word processing • computers • listening centers • CD Rom • New Standards CDs • SF Prior Knowledge and Audio CD <p><u>Materials</u></p> <ul style="list-style-type: none"> • clear expectations posters • criteria charts <p><u>District developed resource</u></p> <ul style="list-style-type: none"> • District DI course materials <p><u>School library resources</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Extended Day Enrichment • Storyteller • PTO facilitated events • field trips 	<p>Anecdotal records</p> <p>Book Talks</p> <p>Class meetings</p> <p>Criteria charts</p> <p>Interviews</p> <p>Teacher Led Book Clubs</p> <p>Multiple Intelligences assessments e.g.</p> <ul style="list-style-type: none"> • role playing, short plays • (bodily kinesthetic) • graphic organizing, sketch journals/ cartooning (visual) • collaboration/ conferencing (interpersonal) • songs, lyrics (musical) <p>Rubrics</p> <p>Student celebrations</p> <p>Town meetings</p>

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			(spatial, bodily kinesthetic, musical, linguistic, intrapersonal, interpersonal, mathematical/logical, and naturalist) Organizes exhibition of student work with rubrics Collaborates with specialists to differentiate instruction for ALL students Facilitates Reader's Theater Facilitates the development of word walls		
ORAL COMMUNICATION 3.1 Listening		In oral communication, students demonstrate interactive listening by.... 3.1.1 <u>Using language to describe objects, events, ideas, or feelings</u> (C-1-1.4) 3.1.2 <u>Responding or reacting using simple words and phrases</u> (OC-1-1.7) 3.1.3 <u>Initiating conversations</u> (OC-1.1.9) 3.1.4 <u>Retells a story</u> (OC-1-1.9) 3.1.5 <u>Asks what unfamiliar words mean</u> (OC-1-1.10)	Teacher may model and/or facilitate the following strategies <ul style="list-style-type: none"> • Guided reading • Morning meeting • Interactive read alouds • Collaborative group/center work • Peer/teacher conferences • Sharing and responding to student work • Think/pair/share • Turn and Talk 	Resources same as pages 32-33 <ul style="list-style-type: none"> • <i>New Standards Speaking and Listening</i> 	Assessment/evidence same as pages 18-19 <u>SUGGESTED</u> Informal Teacher Observation

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<p>ORAL COMMUNICATION</p> <p>Habits 3.2 Talking a lot</p>		<p>In oral communication, students</p> <p>3.2.1 Talk about what they think, read, or experience</p> <p>3.2.2 Talk in small groups to collaborate on a project ask questions, and make comments or suggestions to facilitate work on task or project</p>	<p>Teacher may model and/or facilitate the following strategies 3.1</p> <ul style="list-style-type: none"> • Comprehension thinking strategies • Town meeting planning • Think alouds • Interactive read alouds • Guided reading • Teacher led book clubs • Book talks 	<p>Resources same as pages 32-33 and may include</p> <ul style="list-style-type: none"> • <i>New Standards Speaking and Listening</i> 	<p>Assessment/evidence same as pages 18-19</p> <p><u>SUGGESTED</u></p> <p>Informal Teacher Observation</p>
<p>ORAL COMMUNICATION</p> <p>3.3 Habits Talking to One's Self</p>		<p>In oral communication, students</p> <p>3.3.1 Make spontaneous corrections</p> <p>3.3.2 Talk to themselves out loud to make plans, guide behavior or monitor thinking</p> <p>3.3.3 Mimic the language of adults</p> <p>3.3.4 Monitor themselves at the word and sentence levels and use a variety of self-correcting strategies</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Hands-on content learning • Study buddies • Think aloud 	<p>Resources same as pages 32-33 and may include</p> <ul style="list-style-type: none"> • <i>New Standards Speaking and Listening</i> 	<p>Assessment/evidence same as pages 18-19</p> <p><u>SUGGESTED</u></p> <p>Informal Teacher Observation</p>
<p>ORAL COMMUNICATION</p>		<p>By the end of grade 1, students should</p>	<p>Teacher may model and/or facilitate the following</p>	<p>Resources same as pages 32-33 and</p>	<p>Assessment evidence same as pages 32-33 and may include</p>

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<p>Habits 3.4 Conversing at Length on a Topic (New Standards)</p>		<p>3.4.1 Initiate conversations by bringing up topic that are likely to interest others (e.g., a child approaches a girl playing Barbies: Do you have Skipper? I do)</p> <p>3.4.2 Initiate and sustain a conversation with comments or questions through at least six or seven exchanges (e.g. Child 1: "yesterday was my birthday." Child 2: "What did you get as a present?" Child 1: "A bike.")</p> <p>3.4.3 Occasionally ask for or provide clarification (e.g. Child 2: "what color bike?")</p> <p>3.4.4 Solicit other's' comments.</p>	<p>strategies</p> <ul style="list-style-type: none"> • Think aloud • Junior Great Books • Guided Reading • Interactive read alouds 	<p>may include</p> <ul style="list-style-type: none"> • <i>News Standards Speaking and Listening CD</i> • <i>Junior Great Books</i> • <i>Reading with Meaning, Miller</i> • <i>Strategies That Work</i> • <i>Classroom magazines</i> 	<p>Informal teacher observation</p>
<p>ORAL COMMUNICATION</p> <p>Habits 3.5 Discussing Books</p>		<p>By the end of grade 1, students</p> <p>3.5.1 Compare two works by the same author.</p> <p>3.5.2 Talk about several books on the same theme (e.g. "this book is like the last one. The kids are fighting, and the grown-ups want them to get along.").</p> <p>3.5.3 Refer explicitly to parts of the text when presenting or defending a claim (e.g., "No, he doesn't like his brother. He didn't want to take him, but his mom made him.")</p> <p>3.5.4 Politely disagree when appropriate (for example, "yes, he does, because they had fun after all.")</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> • Think aloud • Junior Great Books • Guided Reading • Interactive read alouds 	<p>Resources same as pages 32-33 and may include</p> <ul style="list-style-type: none"> • <i>News Standards Speaking and Listening CD</i> • <i>Junior Great Books</i> • <i>Reading with Meaning, Miller</i> • <i>Strategies That Work</i> 	<p>Assessment evidence same as pages 32-33 and may include</p> <p>Informal teacher observation</p>

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		<p>3.5.5 Ask each other questions that seek elaboration (e.g., "When did you think they were having fun? He was crying on the roller-coaster.")</p> <p>3.5.6 Make predictions and explain their reasoning (e.g., "He's going to miss it [the bus]. He's late again because... he's always late.")</p> <p>3.5.7 Describe the causes and effects of specific events (e.g., "Her snake got lost. It disappeared because she forgot to shut the cage.")</p> <p>3.5.8 Retell or summarize the story (e.g., "It's a book about animals and all the different places they live."; and</p> <p>3.5.9 Describe in their own words new information they gained from the text (e.g. "some animals sleep during the day, like owls).</p>		<ul style="list-style-type: none"> classroom magazines 	
<p>ORAL COMMUNICATION</p> <p>Kinds of Talk and Resulting Genres</p> <p>3.6 Getting Things Done</p>		<p>By the end of grade 1, students will</p> <p>3.6.1 Listen to, comprehend and carry out directions with five or six simple steps.</p> <p>3.6.2 Give directions that include several sequenced steps, explaining and elaborating when necessary (e.g. explaining how to buy milk in the cafeteria or feed the class turtle)</p> <p>3.6.3 Ask for clarification to carry out more complicated directions, persisting if necessary (e.g., "How do I get the water bowl out? It's</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> How to procedural writing Think alouds Think, pair, share Classroom meetings Literature discussions 	<p>Resources same as pages 32-33 and may include</p> <ul style="list-style-type: none"> <i>New Standards Speaking and Listening</i> 	<p>Assessment evidence same as pages 32-33 and may include</p> <p>Informal teacher observation</p>

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		<p>stuck in the cage.")</p> <p>3.6.4 Engage in extended conversations (five or six exchanges) about a problem, with both sides presenting and listening to arguments and solutions</p>			
<p>ORAL COMMUNICATION</p> <p>Language Use and Conventions</p> <p>3.7 Rules of Interaction</p>		<p>By the end of grade 1, students</p> <p>3.7.1 Know and be able to describe rules for school interactions (e.g. using "inside" voices, not pushing in line, taking turns, raising hand to speak);</p> <p>3.7.2 Learn rules for polite interaction (e.g. saying excuse me" when interrupting or "I'm sorry" when accidentally bumping someone)</p> <p>3.7.3 Hold self and others accountable to the rules by using verbal reminders to self and others (e.g., "only one person on the slide at a time");</p> <p>3.7.4 Speaks one at a time, look at and listen to the speaker, yield and/or signal for a chance to speak, and adjust volume to the setting.</p>	<p>Teacher may model and/or facilitate the following strategies</p> <ul style="list-style-type: none"> Classroom management 	<p>Resources same as pages 32-33 and may include</p> <ul style="list-style-type: none"> <i>New Standards Speaking and Listening</i> 	<p>Assessment evidence same as pages 32-33 and may include</p> <p>Informal teacher observation</p>