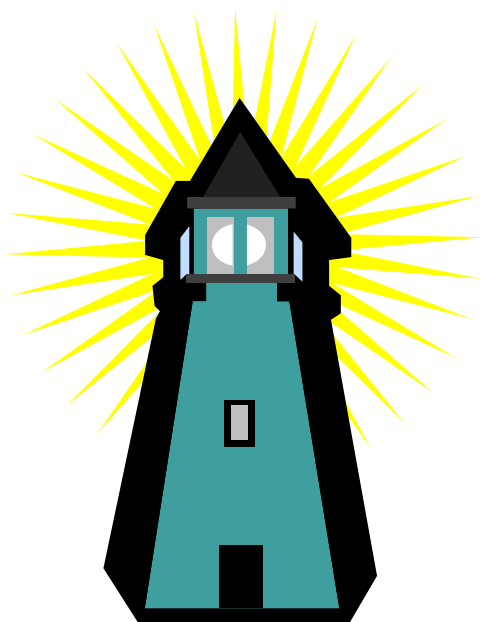
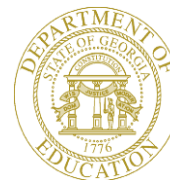


# TEACHER GUIDANCE FOR TEACHING THE NEW COMMON CORE GEORGIA PERFORMANCE STANDARDS



## *GRADE ONE*



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*"Making Education Work for All Georgians"*

## Introduction

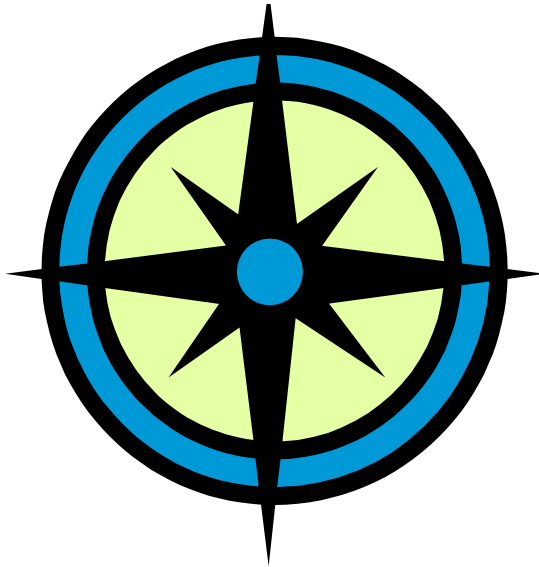
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The purpose of this document is to provide concise and thorough guidance for teachers during the transition from the Georgia Performance Standards (GPS) to the new Common Core Georgia Performance Standards (CCGPS). The document is divided into two main sections: CCGPS Teacher Guidance by standard, and CCGPS/GPS Comparison and Transition. Contained within the CCGPS Teacher Guidance section are the skills, concepts, vocabulary, and Instructional Strategies for Teachers: essential to each standard. The CCGPS Comparison and Transition section provides a side-by-side view of the original and the new standards to assist educators in identifying areas where instruction will remain unchanged and specific areas where skills or concepts have been added, moved, or where they may no longer exist within a particular grade. The information provided here will be vital to instructors and other stakeholders during the 2012-2013 implementation of the CCGPS and beyond.

## About Grade One


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Students entering first grade are focused on developing comprehension strategies that will enable them to manipulate grade-level texts of appropriate complexity, and communicate effectively both in writing and in speaking. Students will begin to anchor their inquiries and responses firmly to the text, whether literary or informational, using increasingly specific and relevant evidence to support their claims and inferences. Students will continue phonological development, developing more advanced phonics skills and building a bank of sight words. They read, listen to, and discuss more complex stories, and they begin to make connections between what they read and hear and the experiences of their lives. They begin to monitor and self-correct their reading, retell stories identifying key details, and describing characters and settings. First graders will understand text features such as glossaries, and will be able to identify when an author has given reasons to support points in a text. Students' analytical skills will extend to identifying main idea/theme, understanding character and plot development, and evaluating the impact of word choice. While the First Grade CCGPS make clear specific expectations for reading, writing, speaking, listening, and language, these standards need not be a separate focus for instruction. Often, several standards can be addressed by a single rich task.



## CCGPS TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks,  
and recommended vocabulary*

	<b>First Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC1RL1: Ask and answer questions about key details in a text.</b>

**Skills/Concepts for Students:**

- Ask and answer questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text
- Ask and answer questions which begin with who, what, where, when, why, and how
- Set a purpose for reading
- Engage in conversations to understand the text
- Identify the type of text

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During a read-aloud guide students in asking and answering questions about key details in a text by using who, what, where, when, and why
- Model the use of graphic organizers to help students ask and answer questions about the beginning, middle, and end of the story
- Encourage questions and conversations among students about stories they have heard or read

**Sample Task for Integration:**

During small group or partner reading time students will select and read literary texts on their independent reading level. Allow students to work together to generate questions about key details in their text selections (e.g., Who are the characters? What is the setting? What happened at the beginning, middle, and end of the story?) Students will write their questions in their journals. After reading the text, students will answer their story questions, write their answers, and share with the class.

**Vocabulary for Teaching and Learning:**

key details	events	question/questioning	ask	answer	who	what	where
when	why	beginning	middle	end	character	plot	setting

	<b>First Grade CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>

**Skills/Concepts for Students:**

- Listen to, read, and discuss a variety of literary text representing diverse culture, perspectives, and ethnicities
- Retell stories read independently or with a partner
- Identify the central message or lesson in a story
- Identify key details in a literary text

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide students with instruction in story retelling, helping them to identify key details and the central message (theme) in a story
- Help students to understand how the characters, plot, and setting in a story can help them understand the theme or lesson of the story
- Model with students how to retell stories using key details from the story that helped them understand the central message or lesson
- Provide several opportunities for students to retell stories read independently or with a partner to demonstrate their understanding of the central message or lesson (including key details)

**Sample Task for Integration:**

Students retell a story they have heard or read by including key details about the story. Encourage the students to reframe the story by changing the setting, problem, and/or solution. Students then will share their story reframes orally with the class. The students will be encouraged to create pictures to help with retelling key details in the story.

**Vocabulary for Teaching and Learning:**

retell	central message/theme	key details	lesson	sequence (beginning-middle-end)
characters	setting	problem	solution	events

	<b>First Grade CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACC1RL3: Describe characters, settings, and major events in a story, using key details.</b>

**Skills/Concepts for Students:**

- Recognize plot, setting, and character within texts, and compare and contrast these elements among texts
- Ask and answer questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Discuss the main components of a story (e.g., characters, setting, plot and theme OR beginning, middle, end)
- During the reading of a text ask questions that will require students to describe characters, settings, and major events
  - Who are the characters in the story?
  - Where did the story take place?
  - What are the major events in the story

**Sample Task for Integration:**

Following the reading of literary text, students will be asked to use key details from the text to tell about the characters, setting, and major events in the story. Allow students to talk with each other about what they have read. Encourage them to ask each other questions during their discussions. Have students complete a writing activity that will require them to write about what they have read by describing the characters, setting, and major event in the story. Encourage students to use the words character, setting, and major events in their writing.

**Vocabulary for Teaching and Learning:**

identify	identification	beginning	first	last
middle	end	setting	characters	problems
major events	solution	important event	main idea	key detail

	<b>First Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>

**Skills/Concepts for Students:**

- Identify sensory details and figurative language
- Identify words that suggest feelings

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Use text and illustrations to identify words or phrases that suggest feelings
- Read aloud stories and poems to students that include words and phrases that suggest feelings or appeal to the senses
- Lead students to understand how feelings can cause characters to act in certain ways- leading to cause and effect discussions
- Provide opportunities for students to identify real-life connections between words that suggest feelings or appeal to the senses

**Sample Task for Integration:**

Select a poem that will support a discussion about feelings and senses. For example, after reading aloud Alexander and the Horrible No Good Very Bad Day, invite students to participate in a discussion about why Alexander's day was "horrible." Guide students in naming other words for "horrible." List these words on chart paper for students to read, and create poems and stories using some of the words

**Vocabulary for Teaching and Learning:**

Identify      feeling words      phrases      senses      story      poem      figurative language

	<b>First Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b>

**Skills/Concepts for Students:**

- Explain differences and similarities between literary and informational text
- Distinguish fact from fiction in a text
- Read and listen to a variety of texts for information and pleasure

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide students with a variety of literary text
- Read a variety of texts to students explaining the differences between books that tell stories and books that give information
- Model for students how to complete graphic organizers that focus on major differences between books that tell stories and books that give information


**Sample Task for Integration:**

Using a variety of text, conduct a picture walk through the book and have students explain if the book tells a story or provides information. Students, with the assistance of the teacher, will complete a graphic organizer to compare and contrast the types of text. Students may also complete a writing activity requiring them to write a narrative.

**Vocabulary for Teaching and Learning:**

differences	fact	fiction	compare	contrast	text types	storybook
informational text	poems	nursery rhymes				



	Reading Literary (RL)
	<b>ELACC1RL6: Identify who is telling the story at various points in a text.</b>

**Skills/Concepts for Students:**

- Identify the speaker of a story
- Recognize that some stories can have more than one speaker
- Describe the role of the speaker of the story
- Use knowledge of characters and story events to determine who is telling the story at various points in a text

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Lead students in a discussion about the role of the storyteller in a story and that stories can have more than one storyteller
- During read-alouds pause and have students identify who is telling the story at various points in the text
- Encourage students to share information about the speaker(s) in stories they have read (e.g., In the story Frog and Toad, who is telling the story and how do you know?)

**Sample Task for Integration:**

The teacher will read aloud a book to the class and at various points during the read-aloud, stop and discuss who is telling the story. The students will begin to make connections that more than one character can be involved in telling a story. Students will be provided various books for reading independently. The students will identify who is telling the story they are reading by writing in their reading response journals and sharing their findings with the class.

**Vocabulary for Teaching and Learning:**

Identify      different      story telling/ storyteller      text      author      narrator/speaker      point of view

	<b>First Grade CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACC1RL7: Use illustrations and details in a story to describe its characters, setting, or events.</b>

**Skills/Concepts for Students:**

- Make predictions from pictures and titles
- Use prior knowledge, graphic features (illustrations), and graphic organizers to understand text
- Recognize and use graphic features and graphic organizers to understand text
- Use drawings, letters, and phonetically spelled words to create meaning

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Explain to the students how illustrations and details in a story can help them to describe the characters, setting, and events
- Conduct a picture-walk through a text to help students predict what they think might be happening in the text
- Read aloud a variety of books showing the illustrations and identifying the details in the story and how they are used to describe the characters, setting, or events

**Sample Task for Integration:**

Have students to select a story to read with a partner. Students will then participate in a “book talk” to share their book with the class. As students share their stories, they will describe the character, setting, and events in the story by using the illustrations and information from the story. Students will then create their own stories using drawings, letters, and phonetically spelled words to describe their characters, settings, and events.

**Vocabulary for Teaching and Learning:**

illustrations                      story details                      describe                      characters                      events                      settings

	<b>First Grade CCGPS</b>
	<b>Reading Literary (RL)</b>
	<b>ELACC1RL8:</b> (Not applicable to literature) <b>ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.</b>

**Skills/Concepts for Students:**

- Recognize plot, setting, and character within texts, and compare and contrast these elements among text
- Use a variety of strategies to understand and gain meaning from grade-level text
- Explain how adventures and experiences of characters stories are alike and how they are different
- Use graphic organizers to compare and contrast characters and their adventures in stories

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Read aloud stories to students that have characters with similar and different adventures and experiences. Point out the similarities and differences to the students. Engage students in conversations about the similarities and differences of characters in stories.
- Allow students to retell stories they have read or heard comparing and contrasting the adventures and experiences of these characters
- Model the use of graphic organizers to help students compare and contrast the adventures and experiences of characters in familiar stories

**Sample Task for Integration:**

Read aloud two or more versions of the same story by different authors (e.g., various versions of Cinderella). Students will work in groups to complete a graphic organizer to identify similarities and differences in the main character from the two versions of the story. Once the groups have completed the graphic organizer, guide the students in a discussion on the similarities and differences of Cinderella in the two texts. Provide two more versions of Cinderella for the students to read in small groups during center time. Each group will complete graphic organizers about similarities and differences within the two new texts to share with the class.

**Vocabulary for Teaching and Learning:**

Compare	contrast	similarities	differences	adventures
characters	experiences			

	<b>First Grade CCGPS</b>
	<b>Reading Literacy (RL)</b>
	<b>ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>

**Skills/Concepts for Students:**

With prompting and support

- Use a variety of strategies to understand and gain meaning from grade-level text
- Participate in collaborative conversations with peers about grade level complex text

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL10(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide students with opportunities to choose and read books and texts for activities that support and challenge their instructional reading level
- Engage students in group reading activities (e.g., read-alouds, language experience stories, choral reading, Reader's Theater, guest readers, digital presentations of books, small group reading, and independent reading centers)
- Provide students with opportunities to share their group reading activities

**Sample Task for Integration:**

The teacher will provide students opportunities to engage in reading books in their text complexity band. Work with students individually or in groups on comprehension strategies. Students should keep a reading log of books that they have read over the year. Provide students with a variety of text that is appropriate for their level. Students will read their selected text with purpose and understanding. Students will share their text orally or in writing. Encourage students to add illustrations to their writings.

**Vocabulary for Teaching and Learning:**

purpose                      storybooks                      poetry                      fairytales                      fantasy                      nursery rhymes

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI1: Ask and answer questions about key details in a text.</b>

**Skills/Concepts for Students:**

- Ask and answer questions about essential expository elements (e.g., topic, transitions, facts, reasons, steps, supporting details, and conclusion) of a read-aloud or independently read text
- Generate questions before, during, and after reading

**Instructional Strategies for Teachers:**

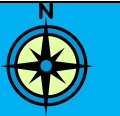
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Read aloud informational text to students demonstrating how to ask and answer questions to find out key details in a text
- Guide students in making predictions about text in order to ask questions
- Allow students to engage in conversations about the information that they have read or that has been read to them in a text
- Show students how to use text features to help understand what they have read
- Guide students in completing a graphic organizer that will help them identify key details in a text

**Sample Task for Integration:**

The teacher will guide the students in reading informational text at their instructional-independent reading level. Students will complete a graphic organizer to help them locate and record the key details or facts in the text. Students will use their graphic organizer to demonstrate how to ask and answer questions about the key details in the text.

**Vocabulary for Teaching and Learning:**

key details	questions	topic	facts	reasons	steps	supporting details
conclusions	predictions	connections	answers			

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI2: Identify the main topic and retell key details of a text.</b>

**Skills/Concepts for Students:**

- Identify the main idea and supporting details of informational text read or heard
- Identify and infer main idea and supporting details
- Retell key details in a text

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities and guidance for students to retell the main topic of a text
- Model attending to key ideas by using think-aloud technique during or after reading
- Reinforce key ideas and details with carefully placed questions
  - How do you identify the main topic of a text?
  - How do you identify the key ideas, events, and setting in a text?
  - What are the important ways to establish the connection among different parts of a text?
- Guide students to write about the key details and main topic

**Sample Task for Integration:**

The teacher divides the class into groups to identify the topic of an informational read-aloud text. The teacher reads the story and afterwards prompts the students with “wrong” information concerning the topic and main idea. The teacher will ask the groups to orally provide the “correct” information about the topic and key details of the text by requiring them to provide details explicitly stated in the text. Afterwards students will read books independently, identifying the main idea and key details in a text.

**Vocabulary for Teaching and Learning:**

main idea (topic)	supporting details	key details	key events	retell	restate	who	what
where	when	why	how				

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>

**Skills/Concepts for Students:**

- Make connections between texts and/or personal experiences.
- Identify and explain the connection between individuals, events, ideas, or pieces of information in a text

**Instructional Strategies for Teachers**

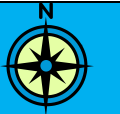
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During read-aloud sessions lead students in making connections between two individuals, events, ideas, or pieces of information in a text
- Provide students with opportunities to read a text and orally share connections between two individuals, events, ideas, or pieces of information in a text
- Use graphic organizers to help students explain connections

**Sample Task for Integration:**

Encourage students to describe connections between main ideas and details in a text by using a Story Map. Guide students in charting the text. For example, the map can be organized into nonfiction text structures (main idea and details). After reading My Five Senses by Alike, have students summarize the key events using details from the text to support their answers. Engage the children in discussions with props, dramatic play, writing, art, and music activities to describe the connections between two individuals, events, ideas, or pieces of information in a text.

**Vocabulary for Teaching and Learning:**

text connections      individuals      events      ideas      information      connections

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI4: Ask and answer questions to determine or clarify the meaning of words and phrases in a text.</b>

**Skills/Concepts for Students:**

- Use prior knowledge and experiences to explain the meaning of words and phrases in a text
- Ask and answer questions about words or phrases to find out their meaning
- Recognize grade-level words with multiple meanings

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During read-alouds demonstrate for students how to ask and answer questions to help determine or clarify the meaning of words and phrases in text
- Provide opportunities for students to build vocabulary by asking and answering questions about words and phrases read or heard in a variety of text


**Sample Task for Integration:**

Provide small groups of students with text about a first grade topic on their independent reading level. Have students read the text independently and make a list of unknown words or phrases from the text. After reading the text, students will share their list and work together to ask each other questions to help determine or clarify the meaning of any unknown words or phrases they listed. Students may also use dictionaries to check to see if their meanings are correct.

**Vocabulary for Teaching and Learning:**

Question                      ask                      answer                      phrases                      words                      meaning                      clarify  
text



	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</b>

**Skills/Concepts for Students:**

- Use titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text
- Locate information in reference texts by using organizational features (i.e., prefaces, appendices, indices, glossaries, and tables of contents)

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Explain to students informational text features and their importance (e.g., heading, table of contents, glossary, electronic menu, icon)
- Provide students with opportunities to look at books pointing out various text features and how they help to locate key facts and information

**Sample Task for Integration:**

Engage students in a Scavenger Hunt to locate various text features in an informational text. Students will work together in groups to locate the index, table of contents, charts, photographs, etc. As the features are located, students will tell where they located the text feature and its importance in locating key facts or information in a text.

**Vocabulary for Teaching and Learning:**

Text features      headings      table of content      glossary      electronic menus      icons      index

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b>

**Skills/Concepts for Students:**

- Recognize that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade
- Use prior knowledge, graphic features (illustrations), and graphic organizers to understand text.
- Interpret information from illustrations, diagrams, charts, graphs, and graphic organizers
- Recognize the differences between information provided by pictures and illustrations and the words in a text

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Guide students in answering questions as to the different purposes served by words and illustrations in a text and the effects they have on the reader
- Provide students with opportunities during large and small group reading to discuss the differences between information provided by pictures, graphic organizers, diagrams, charts, and graphs and information provided by the words in a text

**Sample Task for Integration:**

The teacher will lead the students in exploring the relationships between images and words by looking at illustrations in informational text to see how illustrations and texts can relate to and strengthen one another. Students will provide words for illustrations which are missing the words and will provide illustrations when only given the words.

**Vocabulary for Teaching and Learning:**

distinguish	pictures	illustrations	charts	graphs	artist	illustrator
information	ideas	diagrams	graphic organizers	text		

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI7: Use illustrations and details in a text to describe its key ideas.</b>

**Skills/Concepts for Students:**

- Recognize and use graphic features and graphic organizers to understand text
- Interpret information from illustrations, diagrams, charts, graphs, and graphic organizers

**Instructional Strategies for Teachers:**

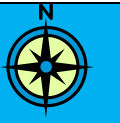
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage students in a picture-walk through several informational texts pointing out how the illustrations help to describe the key ideas in the text
- Provide opportunities for students to explain how illustrations/photographs contribute to understanding the text

**Sample Task for Integration:**

Students will choose and read an informational text on their independent reading level. Following the reading of their selected text, students will share their book with the class by using the illustrations and details in the text to describe the key ideas. Students may also create their own illustrations and write a paragraph to describe the key ideas from their book.

**Vocabulary for Teaching and Learning:**

illustrations      details      describe      key ideas      identify      discuss      use      graphic features

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI8: Identify the reason an author gives to support points in a text.</b>

**Skills/Concepts for Students:**

- Recognize cause-and-effect relationships in text
- Recognize the author's purpose
- Identify the main idea and supporting details of informational text read or heard

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI8(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide instruction in recognizing the author's purposes for writing a text
- Explain to students that an author may give you facts to support important points in a text
- Read aloud a pre-selected section in a text and lead students in identifying the information in the text that supports the author's point

**Sample Task for Integration:**

The teacher will model thinking about the author's purpose in the following two ways: (1) Pre-reading, explain the author's purpose can be to persuade, to entertain, or to inform. (2) After reading, explain that the author's purpose is related to the main ideas of the text. Student will now work in groups using various picture books to determine the author's purpose, and identify the main idea and supporting details for a text. The group will share their findings with the rest of the class.

**Vocabulary for Teaching and Learning:**

author      main idea      support      detail      unimportant      important      reason      example

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>

**Skills/Concepts for Students:**

- Use a variety of strategies to understand and gain meaning from grade-level text
- Recognize similarities in and differences between texts that have the same topic
- Compare and contrast illustrations, descriptions, and procedures within two texts

**Instructional Strategies for Teachers:**

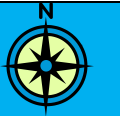
- Lead the students in a discussion how two texts on the same topic are alike and different and provide details from the text
- Model using a graphic organizer to compare and contrast (similarities and differences) between two texts
- Generate a chart for procedures and steps if the text is applicable
- Provide opportunities for students to identify and explain connections between and among themes and styles of two or more texts
- Provide opportunities for students to identify similarities and differences between text

**Sample Task for Integration:**

The teacher reads aloud to the class two texts on the same topic by different authors (e.g., books about dolphins). Guide the class in using a graphic organizer to compare and contrast the two texts looking at the illustrations, etc. After the completion of the graphic organizer, the teacher will lead the class in a discussion about the information gained from the graphic organizer. Once students have an understanding of similarities and differences, they will begin to work on reading books independently and completing a graphic organizer.

**Vocabulary for Teaching and Learning:**

similarities	differences	compare	contrast	topic	procedures
illustrate	illustrations	description	detail	identify	

	<b>First Grade CCGPS</b>
	<b>Reading Informational (RI)</b>
	<b>ELACC1RI10: With prompting and support, read informational texts appropriately complex for grade 1.</b>

**Skills/Concepts for Students:**

With Prompting and Support

- Use a variety of strategies to understand and gain meaning from grade-level text
- Monitor own reading and self-corrects as needed
- Read and comprehend informational texts that is appropriately designed for grade 1

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI10(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Demonstrate to students how to monitor their own reading by self-correction as needed
- Provide opportunities for students to read a variety of texts and use new vocabulary in oral language
- Provide opportunities for students to develop comprehension skills by reading a variety of increasingly complex informational text

**Sample Task for Integration:**

The teacher will provide students with opportunities to read informational texts of appropriate complexity for grade 1. Students will create written responses about informational text to share with others.

**Vocabulary for Teaching and Learning:**


Background knowledge  
nonfiction

cause

effect

similarity

difference

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF1: Demonstrate understanding of the organization and basic features of print.</b> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**Skills/Concepts for Students:**

- Demonstrate an understanding that punctuation and capitalization are used in all written sentences
- Recognize basic ending punctuation
- Identify the beginning and end of a paragraph

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During a shared book experience point out the distinguishing features of a sentence to the students
- Write on chart paper or sentence simple sentences leaving off the ending punctuation. Have the students read the sentences and name the correct punctuation that should go at the end of the sentences (e.g., period, question mark, exclamation mark)
- Invite students to demonstrate their understanding of the organization and basic features of print by looking at books to recognize what makes a sentence a sentence (e.g., words, punctuation)

**Sample Task for Integration:**

The teacher will provide opportunities for students to participate in recognizing the features of a sentence. During a class writing activity on a selected topic or previously read text, students will dictate a paragraph about the topic or text to the teacher. The teacher will write the sentences/paragraph on chart paper without appropriate capitalization and ending punctuation. Students will take turns adding the correct ending punctuation to the sentences. Students will then read the sentences aloud with the proper expressions depending on the ending punctuation.

**Vocabulary for Teaching and Learning:**

sentence      first(as in "first word")      punctuation      capital letter      sentence      exclamation mark      period      question mark  
 uppercase letters

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b> a. Distinguish long from short vowel sounds in spoken single-syllable words.

**Skills/Concepts for Students:**

- Distinguish between long and short vowel sounds in spoken, one-syllable words (can and cane)
- Demonstrate the ability to identify and orally manipulate words and individual sounds within those spoken words

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Guide students in learning long and short vowel sounds
- Have students practice saying single-syllable words and identifying the long and short vowels sounds in those words
- Encourage students to use single-syllable words in sentences that contain long and short vowel sounds


**Sample Task for Integration:**

Provide students with picture cards of one syllable words.(e.g., feet, cow, cup, moon, night, goat, six) The students will sort the cards into groups of pictures that have a long vowel sounds and pictures that have a short vowel sounds. Students will take turns naming the pictures with short vowel sounds and long vowel sounds. Encourage students to use these words in their conversations and writings.

**Vocabulary for Teaching and Learning:**

long vowel sounds                      short vowel sounds                      single-syllable words                      Consonant-vowel-Consonant (C-V-C)



	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b> b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**Skills/Concepts for Students:**

- Orally blend two to four phonemes into recognizable and/or nonsense words
- Automatically segment one-syllable words into sounds
- Generate single-syllable words by blending sounds and consonant blends

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide students with opportunities to orally produce single-syllable words by blending sounds, including consonant blends (e.g.. bl, cl, br, etc.)
- Engage students in opportunities to compare and indentify the sounds (phonemes) in single-syllable spoken words using initial, medial, and final sounds.

**Sample Task for Integration:**

The teacher will play bean bag toss with the students to orally produce single-syllable words that contain consonant blends. The students are in a circle. The teacher tosses the bean bag to a student. Once the student catches the bean bag, he/she must select a word card and orally produce the word by blending the sounds of the word on their card. Repeat until all students have had a turn.

**Vocabulary for Teaching and Learning:**

orally	blending	words	single-syllable	sounds(phonemes)	consonant
blends					

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b> c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes), including consonant blends. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Skills/Concepts for Students:**

- Isolate beginning, middle, and ending sounds in single-syllable words
- Automatically segment one-syllable words into sounds
- Identify the sounds (phonemes) heard in a single-syllable spoken words
- Produce the sounds (phonemes heard in a single-syllable words

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities for students to isolate and pronounce beginning, middle, and ending sounds in spoken words
- Engage students in activities requiring them to segment spoken single-syllable words into their complete sequence of individual sounds.

**Sample Task for Integration:**

Students will listen to the teacher as he/she pronounces a word. Students will be asked to pronounce each sound in the spoken word (e.g., the word is *dog*, teacher will ask students to tell the initial/beginning sound /d/, medial/middle vowel sound /o/ and the final/ending sound /g/). Students will also be given words to automatically segment into their complete sequence of individual sounds. Allow students to work with a partner taking turns playing “sound in words” in which they will say a word and their partner will automatically segment the word.

**Vocabulary for Teaching and Learning:**

initial phonemes	medial vowel	final phonemes	Isolate	pronounce	phonemes
segment	consonant blends				

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> a. Know the spelling-sound correspondences for common consonant digraphs.

**Skills/Concepts for Students:**

- Name letters and sounds for common consonant digraphs
- Read words containing consonant blends and digraphs

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Daily instruction should involve opportunities for students to identify printed letters and their sounds
- During a card game, students will combine the correct digraph card with the correct ending card to make desired words
- Provide students with opportunities to read words in text that contain consonant digraphs



**Sample Task for Integration:**

The students will engage in a digraph sorting activity. The teacher will provide groups of students with selected digraph cards (e.g., “ee” and “ea”). The students will read the word together. The group members will take turns laying the card on top of the matching picture. After the matching has taken place, the students will place all the word cards face down. Using a response sheet, the students will write the name of the picture under the correct digraph.

Example of digraph cards to be cut apart:


Example response sheet:

ee words	ea words

peach	
bee	

**Vocabulary for Teaching and Learning:**

consonant digraphs    spelling-sound correspondences    phonics    decoding

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> b. Decode regularly spelled one-syllable words.

**Skills/Concepts for Students:**

- Apply knowledge of letter-sound correspondence to decode new words
- Automatically read one-syllable words

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Explain to students what a one-syllable word is and provide them with several examples
- Provide students with several opportunities to make one-syllable decodable words during literacy centers using letter tiles and letter cards
- Provide opportunities for students to read decodable text (books that have a high number of words that sound like they are spelled)

**Sample Task for Integration:**

Using letter tiles/cards, teacher will direct students to select specific letters. Students will then blend the sounds represented by the words on the cards to decode and read regularly spelled one-syllable words. Allow students to write complete sentences using words that they made using the letter tiles. For example, a student could write the sentence (The cat sat on the mat.) using the words **cat**, **sat**, and **mat**.

**Vocabulary for Teaching and Learning:**

decode      syllable      consonant      vowel      C-V-C words (one-syllable)

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> c. Know final –e and common vowel team conventions for representing long vowel sounds.

**Skills/Concepts for Students:**

- Automatically generate the sounds for all letters and letter patterns, including long and short vowels
- Read and spell words containing final-e and common vowel teams
- Recognize that long vowel sounds can be represented by two letters
- Identify common vowel teams

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide instruction in decoding and reading CVCe words
- Demonstrate how one word can become another word by adding final-e

**Sample Task for Integration:**

Provide students with letter tiles. Using the letter tiles the students will make a short vowel word then add an e to the end to make a long vowel word. (e.g., hop – hope, tap, tape) Students will record the new words on a recording sheet and practice using the new words in written sentences and conversations.

**Vocabulary for Teaching and Learning:**

vowel teams                      long vowel sounds                      final –e                      decode                      short vowel sounds

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**Skills/Concepts for Students:**

- Apply knowledge of letter-sound correspondence to decode new words
- Read multisyllabic words

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Instruct students in recognizing the number of syllables in printed words by having them count the vowel sounds they hear in a spoken or written word
- Provide students with several opportunities to read new words and identify the number of syllables in the words

**Sample Task for Integration:**

Provide students or pairs of students with words cards. Students will read the word card, identify the number of vowel sounds they hear in the word, and determine the number of syllables in the word. Students will sort the word cards according to the number of syllables in each word. Remind students that every syllable has one vowel sound and that by counting the vowel sounds in a word, you can tell the number of syllables. (e.g., the word *go* has one vowel sound and one syllable.; The word *begin* has two vowel sounds and two syllables). After students have sorted their word cards, they may share them with the class and explain how they determined the number of syllables in the words.

**Vocabulary for Teaching and Learning:**

syllable (s)                      segment                      vowel                      decode                      consonant                      multisyllabic words  
letter-sound correspondence

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> e. Decode two-syllable words following basic patterns by breaking the words into syllables.

**Skills/Concepts for Students:**

- Apply knowledge of letter-sound correspondence to decode new words.
- Read multisyllabic words

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Instruct students in recognizing the number of syllables in words by having them count the vowel sounds they hear in a spoken or written word
- Provide students with opportunities to decode and read two-syllable words by breaking the words into syllables

**Sample Task for Integration:**

List two-syllable words from a class read-aloud selection on chart paper. Guide students in reading the words and then breaking the words into syllables. Let students work in pairs or groups to read books and make a list of two-syllable words from the stories to share with the class. Students will read the words and then decode them into syllables.

**Vocabulary for Teaching and Learning:**

decode      two-syllable words      open syllables      closed syllables      breaking words apart

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> f. Read words with inflectional endings.

**Skills/Concepts for Students:**

- Recognize, read, and write words containing inflectional endings (e.g., -s, -es, -ing, -ed)
- Recognize base words
- Add inflectional endings to base words
- Describe how inflectional endings affect the meaning of words

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Teach students grade appropriate inflectional endings that can be added to familiar words
- Teach students how to take away inflectional endings from words to reveal familiar base words (e.g. jumps/jump, jumping/jump, and jumped/jump)
- Provide opportunities for students to practice reading and writing words with the same inflectional endings


**Sample Task for Integration:**

Provide students with a list of grade-appropriate base words and a list of inflectional suffixes. Students will be directed to read the base word and name as many words as they can by adding an inflectional ending to the words, (e.g., **play**, **plays**, **played**, **playing**.) Clarify the meaning of the bigger words by using them in sentences. Encourage students to use the words in their conversations and writings.

**Vocabulary for Teaching and Learning:**

Inflectional endings      base words      read      words      meaning



	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> g. Recognize and read grade-appropriate irregularly spelled words.

**Skills/Concepts for Students:**

- Recognize and read grade-appropriate high-frequency words independently
- Apply knowledge of letter-sound correspondence to decode new words
- Apply knowledge of letter-sound correspondence and word analysis skills to recognize and read irregularly spelled words

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Explain to students that the letters in some words do not make their usual sound and that those words are called irregularly spelled words and should be memorized
- Explain to students that most of their sight words are irregularly spelled (e.g., said, they , again)
- Teach students to recognize irregularly spelled words by showing them how to memorize how the words are spelled and read
- Provide students with several opportunities to identify and read irregularly spelled words in stories

**Sample Task for Integration:**

Provide students with a list of grade-appropriate high-frequency/sight words. Students will work with a partner to spell, write, and read the words. Students will recognize and read these words independently in a variety of texts. Engage students in literacy centers designed to help them practice recognizing and reading high-frequency words.

**Vocabulary for Teaching and Learning:**

irregularly spelled words      phonics      read      recognize      high-frequency words      sight words

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF4: Read emergent-reader texts with purpose and understanding.</b> a. Read on-level text with purpose and understanding.

**Skills/Concepts for Students:**

- Apply automatic decoding skills to read emergent-reader texts
- Read grade-level text with appropriate expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Read grade level sight words/high frequency words in isolation with speed, accuracy, and expression
- Use a variety of strategies to understand and gain meaning from grade-level text (e.g., context cues and text features)

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities for students to hear a variety of texts read fluently and with expression (e.g., books on tapes, guest readers)
- Model fluent reading, then have students reread the text on their own or through echo reading
- Model using automatic decoding skills to read on-level text
- Model using context clues and text features to determine and clarify the meanings of an unknown word

**Sample Task for Integration:**

The teacher will provide opportunities for students to read and reread a range of text at their instructional or independent reading level. Students may read individually, with a partner, or chorally. Encourage students to retell what they have read by including major details and events from their stories.

**Vocabulary for Teaching and Learning:**

automaticity                      word recognition                      expression                      purpose                      understanding

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF4: Read emergent-reader texts with purpose and understanding.</b> b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**Skills/Concepts for Students:**

- Apply letter-sound knowledge to decode quickly and accurately
- Automatically recognize additional high frequency and familiar words within texts
- Read grade-level text with appropriate expression
- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model fluent reading by reading aloud, using books on tape, and buddy reading
- Provide opportunities for students to practice and perform by engaging them in repeated readings, independent reading, Reader's Theater, etc.
- Provide opportunities for students to build their sight word knowledge in order to recognize words quickly when reading by using speed drills, flashcard practice, word walls, sight word bingo, and vocabulary activities

**Sample Task for Integration:**

Allow students to choose a text at their instructional or independent reading level or a teacher-selected passage. Discuss reading behaviors such as rate, expression, accuracy, etc. The students practice their texts several times until fluency has developed. Provide ongoing feedback as students practice their reading.

**Vocabulary for Teaching and Learning:**

orally	expression	accuracy	rate	repeated reading	Reader's Theater	Echo Reading
radio reading	choral reading	tape-assisted reading		partner reading		

	<b>First Grade CCGPS</b>
	<b>Reading Foundational (RF)</b>
	<b>ELACC1RF4: Read emergent-reader texts with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>

**Skills/Concepts for Students:**

- Use self-correction when subsequent reading indicates an earlier misreading within grade-level text
- Use context to confirm word recognition
- Use context to self-correct word recognition
- Reread as necessary for understanding

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During a read-aloud, model the use of context, self-correction, and rereading as strategies for recognizing unknown words and understanding the text
- Provide opportunities for students to read emergent-reader texts, practicing the use of context to confirm or self-correct word recognition

**Sample Task for Integration:**

The teacher will use a big book and model using context (information from pictures or from sentences surrounding an unknown word) to help students recognize and read the unknown words. During the read-aloud, the teacher will also model self-correcting and rereading as necessary to understand a text. Students will read with a partner to practice using context to help them confirm or self-correct word recognition as they read for understanding and reread as necessary.

**Vocabulary for Teaching and Learning:**

context	self-correct	confirm	automatic word recognition	understanding
rereading				

	<b>First Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</b>

**Skills/Concepts for Students:**

- Capture a reader's interest by stating a position/opinion
- Maintain a focus
- Add details to support an opinion
- Use formats appropriate to the genre (letter, list of reasons, poster)
- Provide some sense of closure
- Demonstrate an understanding of the text through oral retelling, pictures, or in writing
- Make connections: text-to-self, text-to-text, text-to-world
- Use organizational structures (beginning, middle, and end with details from the text)

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Use excerpts from read-alouds to provide examples of how the author/writer uses his/her opinion in writing the story
- Guide the class in writing an opinion piece in which the students will state their opinion about a topic, supply a reason for their opinion, and provide some sense of closure to their writing

**Sample Task for Integration:**

Read aloud to students a text that supports persuasive writing (e.g., *Click, Clack, Moo* by Doreen Cronin; the animals are trying to persuade the Farmer to give them electric blankets). Allow students to work in groups to select one of the animals in the story to write about. Students will state their opinion about the farmer's demand, supply a reason for their opinion, and provide a sense of closure to their writing. Students may also write opinion pieces about something they would like to change at school (e.g., class rules, less homework, more recess, etc.).

**Vocabulary for Teaching and Learning:**

opinion	topic	reasons	responding	persuade	support	details	closure
conclusion	concluding	sentence					

	<b>First Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC1W2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b>

**Skills/Concepts for Students:**

- Write texts of a length appropriate to address a topic and tell a story
- Capture a reader's interest
- Stay on one topic and maintains a focus
- Add details to expand a topic
- Use organizational structures (steps, chronological order) and strategies (description)
- Use graphic features (charts, pictures, headings)
- Provide some sense of closure

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2(see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Read aloud informational texts that lend themselves to informative/explanatory writing
- Guide students in using graphic organizers to help them with details about a topic before writing
- Lead the class in interactive writing to compose informational pieces together which focus on naming a topic, supplying facts about the topic, adding details to expand the topic, and supplying a sense of closure to the writing

**Sample Task for Integration:**

Students will select and read books about the seasons of the year. Following the reading of the text, students will write explanatory pieces about one of the seasons of the year. Students will name a topic, supply some facts about the topic, and provide a sense of closure to their writing. Students will add illustrations to their writing.

**Vocabulary for Teaching and Learning:**

informative text	exclamatory text	information	facts	examples	relevant details
closure	illustrations	steps	chronological order		descriptions

	<b>First Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</b>

**Skills/Concepts for Students:**

- Write texts of a length appropriate to address a topic and tell a story
- Describe an experience in writing
- Capture a reader's interest by writing a personal story
- Maintain a focus
- Add details to expand a story
- Use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words).
- Develop characters and setting through dialogue and descriptive adjectives
- Provide some sense of closure

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Read various books aloud that have a focus of events taking place. Discuss with the students the order of the events using temporal words
- Students will participate in dramatizations of events and then write about the order in which the event occurred (e.g., how we go to lunch including details)
- Engage students in opportunities to explore picture books and act out beginning, middle, and ending
- Model writing using time cue words (temporal words) to signal event order and to provide closure

**Sample Task for Integration:**

The teacher will conduct a read-aloud with the class. After the reading has been completed, the teacher will guide the class in completing a class graphic organizer which focuses on the use of the sequence of events. After the graphic organizers have been completed, the students will use the information to independently write a narrative. Students will share their narratives with the class.

**Vocabulary for Teaching and Learning:**

event                      details                      sequence                      order                      temporal words                      narratives                      closure                      recount

	<b>First Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC1W4: (<i>Begins in grade 3</i>)</b> <b>ELACC1W5: With guidance and support for adults, focus on topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b> a. May include oral or written prewriting (graphic organizers)

**Skills/Concepts for Students:**

With guidance and support:

- May include a draft developed from pre-writing
- Capture a reader's interest by stating a position/opinion
- Capture a reader's interest by writing a personal story
- Maintain a focus
- Add details to support an opinion
- Stay on one topic
- Add details to expand a topic
- Add details to expand a story
- Reread writing to self and others, revise to add details, and edit to make corrections

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Demonstrate that using a graphic organizer is a tool for prewriting
- Guide students to an understanding that the first piece of writing created can be made better
- Model how a piece of your own writing could be made better (e.g., Dear Principal \_\_\_\_\_, "Come to our room Friday.") Allow students opportunities to share how they think the writing could be improved
- Model how to focus on a topic during writing
- Model for students how to make suggestions to peers about their writing
- Challenge students to use the draft for revisions
- Using a teacher created writing that is less than perfect, lead the class in making revision suggestions
- Model how to add details that support the focus to strengthen writing


**Sample Task for Integration:**

With guidance and support from the teacher, the class will work together to help each other strengthen their writing. Allow students to select a draft piece of writing to share with the class. After the writer has shared his/her draft, the students will be encouraged to ask questions and make suggestions and to add details to strengthen the writing as needed. This task could be done over a period of a week during writing instruction.

**Vocabulary for Teaching and Learning:**

questions                      questioning                      generate ideas                      topic                      revisions                      suggestions                      peers



	<b>First Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC1W6: With guidance and support: from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>

**Skills/Concepts for Students:**

With guidance and support:

- Use digital tools to produce writing
- Use digital tools to publish writing
- Work with peers to produce and publish writing

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide guidance for basic computer usage
- Model exploring all digital tools that are age-appropriate and available to use for publishing and distribution– if digital tools are not available, show videos of students using computers
- Model using digital tools for data collecting
- Guide students in collaboration with peers to create and publish (e.g., an online class book, print for curriculum night, and email parents)

**Sample Task for Integration:**

The teacher will work with the media/technology specialist to allow opportunities for students to work in collaborative groups to create electronic books. The students will be given various topics (e.g., A day in the life of a student at \_\_\_\_ Elementary School, Here is what P.E. looks like at our school, The class field trip to the \_\_\_\_). The class books will be printed and published for curriculum night. The teacher/student will email a copy to parents and grandparents who were not able to attend curriculum night.

**Vocabulary for Teaching and Learning:**

collaboration      digital tools      gather information (research)      produce/producing      publish/publishing  
internet

	<b>First Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC1W7: Participate in shared research and writing projects (e.g., explore a number of “how –to” books on a given topic and use them to write a sequence of instructions).</b>

**Skills/Concepts for Students:**

- Use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic
- Use research and technology to support writing
- Work collaborative with peers in research and writing projects

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- The teacher reads aloud books and guides students to discover additional information about the topic
- Provide opportunities for students to work collaboratively on mini research and writing projects
- Provide students opportunities during mini explorations in small groups to write about their discoveries
- Engage students in a class research and writing project

**Sample Task for Integration:**

The teacher will guide the students in shared research and writing projects. Students will explore a number of “how –to” books on a given topic (e.g., recipes, the use of playground equipment, science experiments, etc.). Students will conduct the research using a variety of resources to gather information and write a sequence of instructions about their topic. Once the projects are completed the students may publish their work to share with others.

**Vocabulary for Teaching and Learning:**

research                      shared research                      projects                      resources                      internet                      writing                      technology  
collaborative

	<b>First Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC1W8: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</b>

**Skills/Concepts for Students:**

With guidance and support:

- Use a variety of resources (picture dictionaries, Internet, books) and strategies to gather information to write about a topic
- Retell important facts in the student's own words from experiences

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Guide students in recalling information from experiences (e.g., My trip to \_\_\_\_\_)
- Teacher will pose a question to students and challenge the students to find the answer (e.g., Why are seasons different?)
- Provide students various picture books and digital informational tools
- Model how to answer a question originally posed orally or in writing


**Sample Task for Integration:**

After listening to and reading stories about dogs, students will complete a writing activity to answer a question about a topic (e.g., What do you want to know about dogs?). Inform students that they will recall information from their experiences with dogs and gather information from a variety of sources (picture dictionaries, Internet, books, etc.) to gather additional information about dogs that will help them answer the question.

**Vocabulary for Teaching and Learning:**

recall                      question                      facts                      experiences                      research                      sources

	<b>First Grade CCGPS</b>
	<b>Writing (W)</b>
	<b>ELACC1W9: Begins in grade 4 ELACC1W10: Begins in grade 3</b>

	<b>First Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> </ul>

**Skills/Concepts for Students:**

- Use oral and visual skills to communicate
- Adapt oral language to fit the situation by following the rules of conversation with peers and adults
- Actively solicit another person's comments or opinions
- Volunteer contributions and respond when directly solicited by teacher or discussion leader
- Participate in student-to-teacher, student-to-student, and group verbal interactions

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Establish class rules for discussion and allow students an opportunity to help create the rules
- Help students identify and define roles of participants in discussions
- Provide opportunities for students to develop knowledge and understanding of consequences of not following the rules
- The teacher will model conversations with multiple exchanges and stay on topic through multiple exchanges where listening also needs to take place (e.g., a conversation with a restaurant worker, 911 operator, reporting what just happened on the playground to your teacher)
- Model (e.g., raise hands, take turns, and focus attention on speaker)
- Provide opportunities for students to respond to others and through multiple exchanges, focus on establishing polite conversations

**Sample Task for Integration:**

The students will participate in a class discussion building on the conversations of others about a recent field trip or text. Students will review class rules for discussions. Throughout the discussion students will be reminded of the established rules.

**Vocabulary for Teaching and Learning:**

listen	speak	agree	rule	conversation	multiple exchanges	taking turns
topic	agreement	text	peer	diverse	participate	discussions

	<b>First Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b> c. Ask questions to clear up any confusion about the topics and texts under discussion.

**Skills/Concepts for Students:**

- Participate in student-to-teacher, student-to-student, and group verbal interactions
- Ask relevant questions
- Use language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide students with several opportunities to participate in conversations during large and small group activities about a topic or text
- Model how to ask questions to clear up any confusion about information discussed
- Generate a class list of appropriate questions for students to ask when they are unclear about a topic or text under discussion

**Sample Task for Integration:**

During a large or small group discussion about a topic, students will ask questions to clear up any misunderstandings about the topic. Remind students about class rules for conversations.

**Vocabulary for Teaching and Learning:**

topic                      texts                      discussion                      confusion                      questions                      speaking                      listening

	<b>First Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b> <b>ELACC1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>

**Skills/Concepts for Students:**

- Ask and answer questions about key details from information presented orally or through other media
- Ask and answer questions in order to gather information or clarify what a speaker says
- Listen to and view various forms of text and media in order to gather and share information and to express and understand key details
- Respond to questions with appropriate information

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2-3 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- After listening to text read aloud and other orally presented information, provide students with opportunities to ask and answer questions about key details on what they heard
- Encourage students to question the speaker in order to gather additional information or clarify something that they did not understand

**Sample Task for Integration:**

Following the reading of various texts about healthy eating habits, invite someone from the cafeteria to come and talk to the students about healthy eating habits. Students will ask the speaker questions to help them gather additional information or clarify something that they did not understand in order to complete a writing activity (e.g., Why is it important to eat healthy?)

**Vocabulary for Teaching and Learning:**

unknown	not understood	information	clarification/clarify	speaker	text	orally	media
speaking	listening						

	<b>First Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACC1SL4: Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.</b>

**Skills/Concepts for Students:**

- Describe people, places, things, locations, and actions
- Give reasons in support of opinions expressed
- Clarify, illustrate, or expand on a response when asked to do so; ask classmates for similar expansions
- Engage the audience with appropriate verbal cues and eye contact
- Project a sense of individuality and personality in selecting and organizing content and in delivery

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model how to describe people, places, things, and events using important details and expressing ideas when speaking
- Provide students with opportunities to describe familiar people, places, things, and events with important details (e.g., A recent birthday party)
- Allow students to hear the difference in simple sentences versus sentences where details have been added to expand the sentence

**Sample Task for Integration:**

Students are placed in groups of two. Each group will be given an index card with a familiar place in the school listed on the card. The student groups will describe the familiar place by including important details, expressing feelings and ideas clearly. Following the discussion the students will prepare a written report about their particular place. Student groups will share their writings.

**Vocabulary for Teaching and Learning:**

familiar	details	additional	event	describe	relevant	ideas	feelings
speaking	listening						

	<b>First Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>

**Skills/Concepts for Students:**

- Add illustrations to visual displays to clarify ideas, thoughts, and feelings
- Clarify, illustrate, or expand on a response when asked to do so; ask classmates for similar expansions
- Participate in student-to-teacher, student-to-student, and group verbal interactions

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL% (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Share books with students pointing out the drawings and other visual displays that the author added to descriptions to clarify ideas, thoughts, and feelings
- Provide opportunities for students to add drawings to their writings or other visual displays
- Model and guide students in organizing the visual information for oral delivery


**Sample Task for Integration:**

The students will write short passages and add drawings or other visuals to their descriptions to help with expressing thoughts, clarifying ideas, and sharing feelings. Once the students have completed the writing, the work can be shared with the class. Allow students an opportunity to take their drawings and transform the creations using various forms of technology.

**Vocabulary for Teaching and Learning:**

visual	display	detail	description	clarify/explain	thoughts	feelings
speaking	listening					



	<b>First Grade CCGPS</b>
	<b>Speaking and Listening (SL)</b>
	<b>ELACC1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</b>

**Skills/Concepts for Students:**

- Communicate effectively when relating experiences and retelling stories read, heard, or viewed
- Use complete sentences when speaking
- Speak and write in complete and coherent sentences

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Provide differentiated small group instruction as needed
- Model the use of complete sentences
- Engage students to distinguish between complete and incomplete sentences by providing them with examples of each and have them identify the complete sentence
- Help students to correct incomplete sentences when speaking
- Provide opportunities for students to communicate effectively in a variety of situations

**Sample Task for Integration:**

Teacher will have a set of prewritten sentence strips containing complete and incomplete sentences. The teacher will show one strip at a time to the class. Students will read the sentences out loud. Students will show a “thumbs up” if the sentence is complete and a “thumbs down” if the sentence is incomplete. Students may work together in groups to write complete and incomplete sentences to share with the class and have them determine if the sentences are complete or incomplete.

**Vocabulary for Teaching and Learning:**

Speaking      listening      produce      coherent/logical sentences      complete sentences

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b>a. Print all upper- and lowercase letters.</b>

**Skills/Concepts for Students:**

- Accurately print name, all uppercase and lowercase letters of the alphabet, and teacher-selected words

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide students with several opportunities to write upper- and lowercase letters (e.g., their names, names of students in the class, stories, etc.)

**Sample Task for Integration:**

With guidance and support from the teacher, the students will complete a writing activity about their favorite holiday. Provide students with alphabet strips to keep at their desk/table to be used to check their writing for the correct printing of all upper- and lowercase letters. During this activity students will be encouraged to include upper-and lowercase letters in their writing. Students will share their finished work with the class.

**Vocabulary for Teaching and Learning:**

uppercase                      lowercase                      print                      letters                      words

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> b. Use common, proper, and possessive nouns.

**Skills/Concepts for Students:**

- Use nouns (singular and plural) correctly
- Use appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months)
- Use nouns (singular, plural, and possessive) correctly

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model using common, proper, and possessive nouns in simple sentences when speaking or writing
- Guide students in understanding how to distinguish between common, proper, and possessive nouns
- Model using plural nouns and when to add an s or es
- Explicitly teach how to use an apostrophe in order to make a noun show possession

**Sample Task for Integration:**

Supply the students with three different colored squares. Explain that the red represents a common noun, blue a proper noun, and yellow a possessive noun. While reading a preselected book aloud to the class, students will hold up the different squares when they hear a common, proper, or possessive noun. This can be extended by using a big book and using color highlighting tape for common, proper, and possessive nouns. The students would hold up the square and the teacher would highlight in the big book. Afterwards students would record the common, proper, and possessive nouns they have recognized in their journals to use in their writing. A class chart of the common, proper, and possessive nouns should be generated and displayed in the classroom.

**Vocabulary for Teaching and Learning:**

nouns                  common nouns                  proper nouns                  possessive nouns

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**Skills/Concepts for Students:**

- Write in complete sentences with correct subject-verb agreement
- Use nouns (singular and plural) correctly
- Communicate effectively when relating experiences and retelling stories read, heard, or viewed

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities for students to identify the plural form of given nouns with matching verbs in sentences
- Guide students in how to identify and define verbs presented in a variety of texts
- Model the correct use of singular and plural nouns when speaking
- Engage in opportunities for students to match singular and plural nouns with correct verbs in oral and written language.

**Sample Task for Integration:**

The teacher will write various sentences containing singular nouns. The students will work in groups to change the sentence from using a singular noun to a plural noun. The students will write the sentences on sentence strips and place under the sentences created by the teacher. The teacher will have a discussion with the class about the sentences. Conclude the task with all students participating in a choral reading of the sentences.

**Vocabulary for Teaching and Learning:**

Singular nouns	plural nouns	noun/nouns	verbs	complete sentences
Subject-verb agreement				

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

**Skills/Concepts for Students:**

- Use personal pronouns (e.g., I, me, we, us) in place of nouns
- Use singular possessive pronouns
- Use singular and plural personal pronouns
- Identify and use pronouns – personal, possessive, and indefinite

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage students in opportunities to identify and use pronouns presented in a variety of texts
- Model how to distinguish between personal, possessive, and indefinite pronouns
- Demonstrate for the students how to use personal, possessive, and indefinite pronouns in oral and written language

**Sample Task for Integration:**

During a read-aloud the teacher will help the students generate a list of personal, possessive, and indefinite pronouns. After the read aloud is complete, the students will select two of the pronouns from the list and write their own sentences to share with the class.

**Vocabulary for Teaching and Learning:**

pronouns                      personal pronouns                      possessive pronouns                      indefinite pronouns

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

**Skills/Concepts for Students:**

- Use and identify verb phrases and verb tenses

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model for students using verbs to convey a sense of past, present, and future in writing and speaking
- Guide students in identifying verbs presented in a variety of formats
- Provide opportunities for students to engage in activities to form verbs in past, present, and future tenses
- Read aloud a text that has a focus on different verb tenses (e.g., *If you were Verb* by Michael Dahl)

**Sample Task for Integration:**

Make a chart of sentences that are missing the correct tense of several verbs. Provide the missing verbs (e.g., march, walk, etc.) on cards for the students. Explain to the students that they will read the sentences aloud together and if they have a card with the correct tense of the verb on it, they will place the card on the chart using sticky tape. Students will then re-read the sentences together. Encourage students to use some of the verbs from the lesson in their writings. Students can also participate in group conversations about a topic using verbs that convey a sense of past, present, and future.

**Vocabulary for Teaching and Learning:**

verbs                      past tense                      present tense                      future                      express

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> f. Use frequently occurring adjectives.

**Skills/Concepts for Students:**

- Begin to develop characters and setting through dialogue and descriptive adjectives
- Use and identify frequently occurring adjectives when writing or speaking

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model the correct use of adjectives when writing or speaking
- Provide students with activities to promote an understanding that adjectives are words that describe or modify another person or thing in the sentence

**Sample Task for Integration:**

Lead the class in an activity to describe the school mascot. Most of the words will include adjectives. Write these words on the board. Once students have helped to generate the list, they will select a different object to describe (e.g., a new puppy). The students will write their descriptions in their journals using some of the adjectives listed on the board

**Vocabulary for Teaching and Learning:**

adjectives                      classify                      categories                      descriptive adjectives

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives).

**Skills/Concepts for Students:**

- Use conjunctions
- Identify and use determiners when writing or speaking

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During daily activities model the correct use of conjunctions when speaking or writing
- Engage in activities to identify and define conjunctions presented in text and conversations
- Teach demonstrative pronouns-- point out a specific person, place, thing, or idea/ replace with *this, that, these, or those*
- Teach the articles *a, an, and the*
- Read aloud text that contain conjunctions and have students identify the conjunctions by clapping when they hear one read
- Provide opportunities for students to hear and see the correct usage of articles and demonstratives in oral and written language


**Sample Task for Integration:**

Lead the students in a “partner up” activity. Students will select a partner and read a text. As they are reading, they will make a list of conjunctions and determiners found in the text. Students can then create sentences using the conjunctions and determiners from their list.

**Vocabulary for Teaching and Learning:**

conjunctions                  writing                  speaking                  articles                  demonstratives                  determiners



	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> i. Use frequently occurring prepositions (e.g., during, beyond, toward).

**Skills/Concepts for Students:**

- Use prepositions correctly when speaking and writing

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage in activities to identify and define prepositions presented in written and oral formats
- Provide opportunities for students to engage in activities to demonstrate their understanding of prepositions

**Sample Task for Integration:**

Read aloud a book such as *Rosie's Walk* by Pat Hutchins. Prepare a list of prepositions found in the book. While reading the book aloud, pause to discuss the prepositions found in the story. Students may create a poem or write sentences using the prepositions from the story. Allow students to share their poems. Students should also be encouraged to use prepositions when speaking

**Vocabulary for Teaching and Learning:**

preposition                      uses                      speaking                      writing

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.

**Skills/Concepts for Students:**

- Write and expand different types of sentences (e.g., simple/compound and declarative/interrogative).
- Vary the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences), order, and complexity (simple, compound)
- Expand or reduce sentences (e.g., adding or deleting modifiers, combining or revising sentences)

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Teach the types of sentences
- Explain and model the differences between the different types of sentences
- Engage in activities to use learned parts of speech to expand sentences orally and in writing
- During a read-aloud point out various sentences and have students identify the type of sentence

**Sample Task for Integration:**

Students should be given opportunities to explore sentence expansion and variance. For example, if each sentence in a student's writing is always simple and declarative, the writing is dull. Expanding simple sentences by adding modifiers will make the sentences more appealing and varying the sentence structure will change a dull piece of writing into one that flows more smoothly. Also challenge students to combine simple sentences into compound sentences.

**Vocabulary for Teaching and Learning:**

declarative                      interrogative                      imperative                      exclamatory                      complete                      simple

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> k. . Prints with appropriate spacing between words and sentences.

**Skills/Concepts for Students:**

- Use appropriate spacing when printing words and sentences

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L1 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage students in activities to practice writing words and sentences with appropriate spacing
- Encourage students to use appropriate spacing between words and sentences when writing

**Sample Task for Integration:**

The teacher will write a morning message to the students leaving off the appropriate spacing between words and sentences. Students will copy the message using the appropriate spacing between the words and sentences. This activity can be completed during centers.

**Vocabulary for Teaching and Learning:**

spacing          words          sentences          printing

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> <ul style="list-style-type: none"> <li>a. Capitalize the dates and names of people.</li> <li>b. Use end punctuation for sentences</li> </ul>

**Skills/Concepts for Students:**

- Use appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model capitalizing names and dates when writing
- Display the date each day in the classroom using appropriate capitalization
- Lead the class to understand how to distinguish between names and other nouns
- Examine writing models for correct capitalization
- Lead the students in understanding the components of a sentence
- Model using different types of sentences and their end punctuation orally and in writing
- Provide opportunities for students to look at the writing of others to determine correct end punctuation

**Sample Task for Integration:**

Using a teacher created chart with student names and birthdates that do not include correct capitalization of dates and names of students, lead the students in a discussion about the use of capitalization. The students will help to correct the writing on the chart by capitalizing the birthdates and names of the students. Select a book that has been read aloud to the class. Provide students with sentences from the book written on sentence strips without end punctuation. The students will stand before the class to read the sentence aloud. The class will determine which punctuation needs to be added to the sentence. Once the punctuation is added the class will choral read the sentences.

**Vocabulary for Teaching and Learning:**

capilization	dates	names	punctuation	end punctuation	period	question mark
exclamaton point	sentences					

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> c. Use commas in dates and to separate single words in a series.

**Skills/Concepts for Students:**

- Use commas in a series of items
- Use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations

**Instructional Strategies for Teachers**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage the students in a discussion about the purpose of commas in text that contains dates or a series
- Model writing using commas in dates and to separate words in a series

**Sample Task for Integration:**

Provide several samples of writing missing commas. Students should insert the commas both in items within a series and in the date. Locate a book containing many lists of items separated by commas. Conduct a read-aloud wherein the commas are ignored. Challenge the students to identify why the commas are so necessary.

**Vocabulary for Teaching and Learning:**

commas                      dates                      series                      separate                      single words

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**Skills/Concepts for Students:**

- Understand that there are correct spellings for words
- Use common rules of spelling

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage students in various opportunities to recognize common spelling patterns
- Provide students access to words by labeling objects in the classroom and using a word wall

**Sample Task for Integration:**

Students participate in making word activities to build upon knowledge of common spelling patterns to make new words. Students will record the new words on a recording sheet. After the activity is completed, students will select three new words they made and write three sentences using the words.

**Vocabulary for Teaching and Learning:**

spelling      words      irregular words      spelling patterns

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**Skills/Concepts for Students:**

- Automatically generate the sounds for all letters and letter patterns, including long and short vowels
- Apply knowledge of letter-sound correspondence to decode new words
- Use spelling patterns to recognize words
- Apply learned phonics skills when reading and writing words, sentences, and stories

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Engage students in opportunities to identify letter(s) or consonant and vowel sounds
- Model how to use known information to spell a word (phonics sound, word families etc.)

**Sample Task for Integration:**

Encourage students to spell unknown words phonetically when writing

**Vocabulary for Teaching and Learning:**

phonetically                      spell                      words                      spelling

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L3: <i>(begins in grade 2)</i></b> <b>ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of Instructional Strategies for Teachers:.</b> a. Use sentence-level context as a clue to the meaning of a word or phrase.

**Skills/Concepts for Students:**

- Determine the meaning of unknown words on the basis of context

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model using steps to help determine or clarify the meaning of a word or phrase
  - First read the sentence and underline the unknown word
  - Think about what is happening in the sentence
  - Find other words in the sentence to help explain the meaning of the unknown word
- Model a think- aloud to demonstrate using prior knowledge to help determine or clarify the meaning of a word or phrase
- Provide daily opportunities to discuss words and word meanings, daily as they are encountered in texts, instruction, and conversation


**Sample Task for Integration:**

Write a sentence on the board. Guide students to use the steps above to identify the unknown word based on how it is used in the context of the sentence. After students have figured out the meaning of the unknown word, they will write a sentence using the word.

**Vocabulary for Teaching and Learning:**

sentence- level context                      clue                      word meaning



	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>First Grade reading and content</i>.</b> b. Use frequently occurring affixes as a clue to the meaning of a word.

**Skills/Concepts for Students:**

- Identify word parts to determine meanings
- Identify and infer meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), and common suffixes (e.g., -tion, -ous, -ly)

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- During a read-aloud point out any affixes in the story and guide the students in determining the meaning of the unknown word
- Lead the students in generating a list of prefixes and suffixes and their meanings
- Engage students in conversations about root words

**Sample Task for Integration:**

Provide word cards for students to work in groups to determine the meaning of the word with and without the prefix or suffix. Students cover the prefix or suffix and see if they can determine the meaning of the word. The students will write what they think the meaning of the word is. Students who have mastered dictionary skills may consult the dictionary or online resources to help determine the meaning of the words listed on the card.

**Vocabulary for Teaching and Learning:**

affixes              prefix              suffixes              word

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>First Grade reading and content</i>.</b> c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**Skills/Concepts for Students:**

- Identify and infer meaning from common root words, common prefixes (e.g., un-, re-, dis-, in-), and common suffixes (e.g., -tion, -ous, -ly)
- Read words with inflectional endings

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide multiple opportunities for students to actively define root words
- Model how inflectional endings (e.g., s, es, ing) affect a word and the meaning

**Sample Task for Integration:**

The teacher will read aloud a big book to the class. List the root words and their inflectional endings from the story on a chart. Encourage the students to listen for root words and their inflectional endings as they are read in the story. Students will clap when they hear a word read aloud that has an inflectional ending. After the read-aloud has been completed, the teacher will lead the class in using post-it notes to highlight the root words with inflectional endings. The students will select two words and make new sentences using the words and share with a partner. The activity is continued by students repeating the process and using books they are currently reading.

**Vocabulary for Teaching and Learning:**

root words                      inflectional endings

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L5: ELACC1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings</b> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

**Skills/Concepts for Students:**

- Sort words into meaningful groups

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model word sort activities demonstrating how words are related (animals, shoes)
- Provide multiple opportunities for students to participate in word sorting activities

**Sample Task for Integration:**

Provide students with a variety of picture/word cards. Have student sort the picture/word cards into meaningful groups. Once the words have been sorted, the students will explain why they sorted their picture/words cards into certain groups.

**Vocabulary for Teaching and Learning:**

category                      categories                      sort                      sorting                      words                      concepts

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L5: With guidance and support from adults, explore word relationships and nuances in word meanings.</b> b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

**Skills/Concepts for Students:**

- Define words by category
- Define words using one or more key attribute
- Engage in activities to use common attributes to determine the meaning of words.

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Lead students in a discussion to understand categories and key attributes
- Engage students in word sorting activities

**Sample Task for Integration:**

Provide picture word cards for students to sort by category and attributes (e.g., animals, modes of transportation, clothing, etc) After the sorting has taken place, students will tell why they sorted the cards in certain categories and what attributes were used.

**Vocabulary for Teaching and Learning:**

category                      attribute                      word meanings                      word relationships                      nuance

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L5: With guidance and support from adults, explore word relationships and nuances in word meanings.</b> c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

**Skills/Concepts for Students:**

- Use prior knowledge and experiences to identify connections between words and their use

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Provide opportunities for students to access and connect to prior knowledge and experiences to make connections to words for meaning and application in real life in their reading and writing
- Provide students with multiple opportunities daily to explore word relationships in their reading, read-alouds, and conversations

**Sample Task for Integration:**

Provide students with a list of descriptive words to describe characters from various stories they have read or heard (e.g., kind, smart, thoughtful, likable, helpful, friendly, etc). Students will identify real-life connections between the words and their uses (e.g., note classmates and others that are kind, smart, etc.) as they use them in their conversations in both reading and writing.

**Vocabulary for Teaching and Learning:**

real-life connections      word relationships

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L5: With guidance and support from adults, explore word relationships and nuances in word meanings.</b> d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

**Skills/Concepts for Students:**

- Identify words that are opposites (antonyms) or have similar meanings (synonyms)
- Identify synonyms for verbs and adjectives
- Use context clues to distinguish intensity (nuances) of meaning among synonyms

**Instructional Strategies for Teachers:**


- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model acting out verbs with similar meanings
- Lead the class in recognizing synonyms

**Sample Task for Integration:**

The teacher will list words such as large, gigantic, peek, stare, etc. on separate sheets of paper to be placed in a small box for students to select by hand without looking. The students will act out the word selected. Once the class has figured out the correct word, the teacher will display the word for the class and select a volunteer to help write a sentence using the word. The teacher will ask if anyone can think of a synonym for the word.

**Vocabulary for Teaching and Learning:**

verbs                      adjectives                      synonyms

	<b>First Grade CCGPS</b>
	<b>Language (L)</b>
	<b>ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).</b>

**Skills/Concepts for Students:**

- Read and listen to a variety of texts and use new words in oral and written language
- Recognize grade-level words with multiple meanings

**Instructional Strategies for Teachers:**

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Provide differentiated small group instruction as needed
- Model for students how words and phrases can strengthen their conversations and writing by providing many read-aloud opportunities and discussing the words
- Explain how a conjunction functions
- Create a class list of frequently occurring conjunctions to be used in conversations and writing

**Sample Task for Integration:**

During a response to literature activity in which students are asked to talk or write about their favorite part of the story or tell why they liked a particular character, students will be asked to use words and phrases they have acquired through conversations and reading to strengthen their conversation. Students will also demonstrate their understanding of conjunctions by including them in their conversations and writing.

**Vocabulary for Teaching and Learning:**

conjunctions                      words                      phrases                      relationships                      conversations



## GPS to CCGPS:

*A comparison of GPS and CCGPS rigor, texts, terminology, expectations,  
and tasks*





## Overview

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The following pages contain a comparison of items from the CCGPS and the GPS. This section is not meant to serve as the definitive guide to each of the CCGPS standards; that is provided in the previous section, entitled “Guidance,” along with skills, concepts, tasks, and Instructional Strategies for Teachers. In this section you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise significantly altered. Where it is necessary, you will find instructional guidance to ensure that all the standards are thoroughly covered throughout the transition period for all students, including students who fall into grades between levels of a transitioning standard. For all grades, the concept of a “Domain” of skills has been replaced by the term “Strand.”





<b>GPS Domain</b>	<b>CCGPS Strand</b>
Reading Reading Across the Curriculum	Reading Literature Informational Foundational (Grades K-5)
Writing	Writing
Listening, Speaking, and Viewing	Speaking and Listening
Conventions (Grades 3-12)	Language




On the following pages, skills that have an identical or extremely well-aligned match in scope and focus are highlighted in red between the two sets of standards. In all cases the GPS will appear in the left column and the CCGPS will appear on the right. For clarity, corresponding standards may appear more than once (if they correspond to more than one standard in the complementary set) or they may (rarely) appear out of order for ease of reference. Additional information explaining correspondences or a lack of correspondence is highlighted in blue. The icons  and  appear in the text to alert the user to standards that are new to CCGPS, or will not reappear in their original GPS form in the new standards.





In all cases both sets of standards are primarily sorted by Strand/Domain and may be identified in their original order by referencing the coding of the standard (ELAKR1 or ELACC1RF1 for example). For the GPS, standards are coded with ELA, followed by the Grade, then the Domain (R for reading for example) then the number of the standard in order within the Domain. CCGPS similarly begins with ELA, followed by “CC” for Common Core, then the grade level, followed by the Strand (RF for Reading, Foundational for example), then the number of the standard in order within the Strand.




GPS	TRANSITIONAL GUIDANCE	CCGPS
FIRST GRADE		
<p><b><u>CONCEPTS OF PRINT</u></b></p> <p><b>ELA1R1 The student demonstrates knowledge of concepts of print. The student</b></p> <ul style="list-style-type: none"> <li>a. Understands that there are correct spellings for words.</li> <li>b. Identifies the beginning and end of a paragraph.</li> <li>c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.</li> </ul>	<p>CCGPS includes a strand referenced “RF” for Reading Foundational. Within GPS, all foundational skills, comprehension, vocabulary, etc., were included in the Reading domain. CCGPS provides a more succinct division between the skills of comprehension, separating the standards into two divisions--- one for “RL,” Reading Literary and another for “RI” Reading Informational. Transitional guidance will be provided below to correspond to areas of red in either GPS on the LEFT or CCGPS on the RIGHT.</p>	<p><b><u>PRINT CONCEPTS</u></b></p> <p><b>ELACC1RF1:</b> Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
<p><b><u>PHONOLOGICAL AWARENESS</u></b></p> <p><b>ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student</b></p> <ul style="list-style-type: none"> <li>a. Isolates beginning, middle, and ending sounds in single-syllable words.</li> <li>b. Identifies onsets and rimes in spoken one-syllable words.</li> <li>c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).</li> <li>d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane).</li> <li>e. Orally blends two to four phonemes into recognizable and/or nonsense words.</li> </ul>	<p>Alignment is good between GPS and CCGPS.</p>	<p><b><u>PHONOLOGICAL AWARENESS</u></b></p> <p><b>ELACC1RF2:</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds</li> </ul>

f. Automatically segments one-syllable words into sounds.		(phonemes).
<p><b><u>PHONICS</u></b></p> <p><b>ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student</b></p> <p>a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.</p> <p>b. Applies knowledge of letter-sound correspondence to decode new words.</p> <p>c. Reads words containing consonant blends and digraphs.</p> <p>d. Reads words with inflectional endings.</p> <p>e. Reads compound words and contractions in grade appropriate texts.</p> <p>f. Reads words containing vowel digraphs and r-controlled vowels.</p> <p>g. Uses spelling patterns to recognize words.</p> <p>h. Applies learned phonics skills when reading and writing words, sentences, and stories.</p>	Alignment is good between GPS and CCGPS.	<p><b><u>PHONICS AND WORD RECOGNITION</u></b></p> <p>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>
<p><b><u>FLUENCY</u></b></p> <p><b>ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student</b></p> <p>a. Applies letter-sound knowledge to decode quickly and accurately.</p> <p>b. Automatically recognizes additional high frequency and familiar words within texts.</p> <p>c. Reads grade-level text with appropriate expression.</p> <p><b>d. Reads first-grade text at a target rate of 60 words correct per minute.</b></p> <p>e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.</p>	<p>Alignment is good between GPS and CCGPS.</p> <p><b>d. Reads first-grade text at a target rate of 60 words correct per minute.</b> (CCGPS does not specify a rate of words per minute; however, guidance recommends that keeping this recommended rate from GPS if needed.)</p>	<p><b><u>FLUENCY</u></b></p> <p>ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as</p>

		necessary.
<p><b><u>VOCABULARY</u></b></p> <p><b>ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student</b></p> <p>a. Reads and listens to a variety of texts and uses new words in oral and written language.</p> <p>b. Recognizes grade-level words with multiple meanings.</p> <p>c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).</p>	<p>Vocabulary is heavily emphasized within the language strand of CCGPS.</p> <p> <b>a. Use sentence-level context as a clue to the meaning of a word or phrase.</b> (This is flagged as new because the emphasis on sentence-level context was explicit in 2<sup>nd</sup> grade GPS. Part of communicating effectively and using grade level words would have included using context clues within sentences in order to understand the meanings of unfamiliar words.)</p> <p><b>Affixes</b> and <b>root words</b> are first explicit in 3<sup>rd</sup> grade GPS. Guidance recommends a focus on standard 1L4b,c in 2<sup>nd</sup> grade as well.</p> <p> <b>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b> (This is new for CCGPS.)</p> <p><b>shades of meaning-</b> this is new terminology for CCGPS but is easily achieved for 1<sup>st</sup> graders. Guidance recommends focusing on this</p>	<p><b><u>VOCABULARY ACQUISITION AND USE</u></b></p> <p>ELACC1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p> <b>a. Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p>b. Use frequently occurring <b>affixes</b> as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring <b>root words</b> (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>ELACC1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. <i>*aligns well with first grade science.</i></p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). <i>*aligns well with first grade science.</i></p> <p> <b>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b></p> <p>d. Distinguish <b>shades of meaning</b> among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity</p>

	not only in reading but also in writing.	(e.g., large, gigantic) by defining or choosing them or by acting out the meanings.  ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
<p><b><u>COMPREHENSION</u></b></p> <p><b>ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student</b></p> <ul style="list-style-type: none"> <li>a. Reads and listens to a variety of texts for information and pleasure.</li> <li>b. Makes predictions using prior knowledge.</li> <li>c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.</li> <li>d. Retells stories read independently or with a partner.</li> <li>e. Distinguishes fact from fiction in a text.</li> <li>f. Makes connections between texts and/or personal experiences.</li> <li>g. Identifies the main idea and supporting details of informational text read or heard.</li> <li>h. Self-monitors comprehension and rereads when necessary.</li> <li>i. Recognizes cause-and-effect relationships in text.</li> <li>j. Identifies word parts to determine meanings.</li> <li>k. Begins to use dictionary and glossary skills to determine word meanings.</li> <li>l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.</li> <li>m. Recognizes and uses graphic features and graphic</li> </ul>	<p> <b>ELACC1RL6: Identify who is telling the story at various points in a text.</b> (This is new for first grade and previously aligned to 4<sup>th</sup> grade GPS- standard 4R1: identifies the speaker of a poem or story. Guidance recommends that this standard continue during year one implementation in grades 2, 3, and 4.)</p> <p> <b>ELACC1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</b> (This is new for first grade and previously aligned to a standard in 2<sup>nd</sup> grade GPS- 2R4n: uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text. It also aligns well with a 4<sup>th</sup> grade GPS- 4W3b: locates information and references</p>	<p><b><u>Reading Standards for Literary Text (RL)</u></b></p> <p><u>Key Ideas and Details</u></p> <p>ELACC1RL1: Ask and answer questions about key details in a text.</p> <p>ELACC1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>ELACC1RL3: Describe characters, settings, and major events in a story, using key details.</p> <p><u>Craft and Structure</u></p> <p>ELACC1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p> <b>ELACC1RL6: Identify who is telling the story at various points in a text.</b></p> <p><u>Integration of Knowledge and Ideas</u></p> <p>ELACC1RL7: Use illustrations and details in a story</p>

<p>organizers to understand text.</p>	<p>texts by using organizational features (i.e., prefaces, appendices, indices, glossaries, and tables of contents). Guidance recommends that this standard be taught in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades during transition year one.)</p> <p> <b>ELACC1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b> (This CCGPS is new for first grade not in reference to the use of information provided by pictures or illustrations but rather in the distinguishing information connection as seen between illustrations and words located within the text.)</p> <p> <b>ELACC1RI8: Identify the reasons an author gives to support points in a text.</b> (This new CCGPS supports references to author's purpose as well as citing direct information as reported by an author in order to support the points the text makes. This is new for 1<sup>st</sup> grade and the first mention of making this connection was in 2<sup>nd</sup> grade previously. There are some connections between previous GPS in first grade within 1R6g,i. Guidance suggests focusing on this standard as</p>	<p>to describe its characters, setting, or events.</p> <p>ELACC1RL8: (Not applicable to literature)</p> <p>ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.</p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p>ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><u>Reading Standards for Informational Text (RI)</u></p> <p><u>Key Ideas and Details</u></p> <p>ELACC1RI1: Ask and answer questions about key details in a text.</p> <p>ELACC1RI2: Identify the main topic and retell key details of a text.</p> <p>ELACC1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><u>Craft and Structure</u></p> <p>ELACC1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p> <b>ELACC1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</b></p> <p> <b>ELACC1RI6: Distinguish between information provided by pictures or other</b></p>
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	<p>well in 2<sup>nd</sup> grade during transition year one.)</p> <p> <b>ELACC1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b> (Because this CCGPS is in reference to informational text use, this makes it new. Essentially, students should explore how two texts about the same event can be the same and how they can be different. These texts could reference science topics as well as social studies topics.)</p>	<p><b>illustrations and information provided by the words in a text.</b></p> <p><u>Integration of Knowledge and Ideas</u></p> <p>ELACC1RI7: Use illustrations and details in a text to describe its key ideas.</p> <p> <b>ELACC1RI8: Identify the reasons an author gives to support points in a text.</b></p> <p> <b>ELACC1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b></p> <p><u>Range of Reading and Level of Text Complexity</u></p> <p>ELACC1RI10: With prompting and support, read informational texts appropriately complex for grade 1.</p>
<p><b>ELA1W1 The student begins to understand the principles of writing. The student</b></p> <ul style="list-style-type: none"> <li>a. Writes texts of a length appropriate to address a topic and tell a story.</li> <li>b. Describes an experience in writing.</li> <li>c. Rereads writing to self and others, revises to add details, and edits to make corrections.</li> <li>d. Prints with appropriate spacing between words and sentences.</li> <li>e. Writes in complete sentences with correct subject-verb agreement.</li> <li>f. Uses nouns (singular and plural) correctly.</li> <li>g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.</li> <li>h. Uses singular possessive pronouns.</li> <li>i. Begins to write different types of sentences (e.g.,</li> </ul>	<p>Overall, the areas of writing aligned well with both sets of standards. While there is not a specific standard for response to literature, it is through this type of writing wherein students reveal their opinions or make explanations. Standards 1 and 2 can easily accommodate the response to literature elements from GPS.</p>	<p><u>Text Types and Purposes</u></p> <p>ELACC1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>ELACC1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>ELACC1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
















<p>simple/compound and declarative/interrogative).</p> <p>j. Begins to use common rules of spelling.</p> <p>k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.</p> <p>l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).</p> <p>m. Uses commas in a series of items.</p> <p><b>ELA1W2 The student writes in a variety of genres, including narrative, informational, persuasive and response to literature. The student will write a narrative that:</b></p> <p>a. Begins to capture a reader's interest by writing a personal story.</p> <p>b. Begins to maintain a focus.</p> <p>c. Adds details to expand a story.</p> <p>d. Begins to use organizational structures ( beginning, middle, end, and sequence of events) and strategies (transition words and time cue words).</p> <p>e. Begins to develop characters and setting through dialogue and descriptive adjectives.</p> <p>f. Begins to develop a sense of closure.</p> <p>g. May include oral or written pre-writing (graphic organizer).</p> <p>h. May include a draft that is revised and edited.</p> <p>i. May be published.</p> <p><b>The student produces informational writing that:</b></p> <p>a. Begins to capture a reader's interest.</p> <p>b. Stays on one topic and begins to maintain a focus.</p> <p>c. Adds details to expand a topic.</p> <p>d. Begins to use organizational structures (steps , chronological order) and strategies (description).</p> <p>e. Begins to use graphic features (charts, pictures, headings).</p> <p>f. Begins to use a variety of resources (picture</p>		<p><u>Production and Distribution of Writing</u></p> <p>ELACC1W4: (Begins in grade 3)</p> <p>ELACC1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>a. May include oral or written prewriting (graphic organizers).</p> <p>ELACC1W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><u>Research to Build and Present Knowledge</u></p> <p>ELACC1W7: Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>ELACC1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELACC1W9: (Begins in grade 4)</p> <p><u>Range of Writing</u></p> <p>ELACC1W10: (Begins in grade 3)</p>
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<p>dictionaries, Internet, books) and strategies to gather information to write about a topic.</p> <p>g. Begins to develop a sense of closure.</p> <p>h. May include oral or written prewriting (graphic organizers).</p> <p>i. May include a draft that is revised and edited.</p> <p>j. May be published.</p> <p><b>The student produces a persuasive piece that:</b></p> <p>a. Captures a reader's interest by stating a position/opinion.</p> <p>b. Begins to maintain a focus.</p> <p>c. Adds details to support an opinion.</p> <p>d. Begins to use formats appropriate to the genre (letter, list of reasons, poster).</p> <p>e. May have a sense of closure.</p> <p>f. May include oral or written prewriting (graphic organizer).</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p> <p><b>The student produces a response to literature that:</b></p> <p>a. Captures a reader's interest by stating a position/opinion about a text.</p> <p>b. Begins to demonstrate an understanding of the text through oral retelling, pictures, or in writing.</p> <p>c. Makes connections: text-to-self, text-to-text, text-to-world.</p> <p>d. Begins to use organizational structures (beginning, middle, and end with details from the text).</p> <p>e. May have a sense of closure.</p> <p>f. May include oral or written prewriting (graphic organizers).</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>		
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<p><b><u>LISTENING, SPEAKING, AND VIEWING</u></b></p> <p><b>ELA1LSV1 The student uses oral and visual strategies to communicate. The student</b></p> <ul style="list-style-type: none"> <li>a. Follows three-part oral directions.</li> <li>b. Recalls information presented orally.</li> <li>c. Responds appropriately to orally presented questions.</li> <li>d. Increases vocabulary to reflect a growing range of interests and knowledge.</li> <li>e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.</li> <li>f. Uses complete sentences when speaking.</li> </ul>	<p>Due to the nature of speaking and listening, alignment occurred across a numerous set of grade levels. Overall, it is important to note that while viewing is missing from the title of this strand in CCGPS, it is in no way missing from the new standards. Standard 7 in reading places a huge emphasis on viewing. Overall, listening, speaking, and viewing, while the standards do not align perfectly, the purpose and intent of the strand is clear. Both sets of standards work together toward the same goal across all grade levels.</p>	<p><b><u>SPEAKING AND LISTENING</u></b></p> <p><u>Comprehension and Collaboration</u></p> <p>ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p>ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>ELACC1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p>ELACC1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>ELACC1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>ELACC1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1</p>
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		Language standards 1 and 3 for specific expectations.)
<b><u>GPS does not have a standard for language. It is implied and embedded in the W1 writing standard.</u></b>	<p> <b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> (GPS embedded the conventions standards within the W1 standard. The strand of Language is new for 1<sup>st</sup> grade. The first alignment within GPS to a separate conventions standard is not until 3<sup>rd</sup> grade. There will be specific emphasis regarding transition among the elements of the 1L1 standard.)</p> <p> <b>a. Print all upper- and lowercase letters.</b> (While this is not a new skill for 1<sup>st</sup> graders, it is new as a standard. Previously, this was specified in kindergarten.)</p> <p> <b>b. Use common, proper, and possessive nouns.</b> (GPS in first grade specified using singular and plural nouns. Common and proper nouns as well as possessive nouns are new in 1<sup>st</sup> grade CCGPS. Guidance recommends that this standard also be taught during year one implementation in 2<sup>nd</sup> grade as well.)</p> <p> <b>d. Use personal, possessive, and indefinite</b></p>	<p> <b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p> <b>a. Print all upper- and lowercase letters.</b></p> <p> <b>b. Use common, proper, and possessive nouns.</b></p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p> <b>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</b></p> <p> <b>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</b></p> <p>f. Use frequently occurring adjectives.</p> <p> <b>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</b></p> <p> <b>h. Use determiners (e.g., articles, demonstratives).</b></p> <p> <b>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</b></p> <p> <b>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</b></p> <p><b>k. Prints with appropriate spacing between words and sentences. This element was added to CCGPS following the precision review process.</b></p> <p><b>ELACC1L2: Demonstrate command of the conventions of standard English capitalization,</b></p>

	<p><b>pronouns (e.g., I, me, my; they, them, their, anyone, everything).</b> (Within this new standard for 1<sup>st</sup> grade, it is important to note the significance of the word “use.” There is no identification implied in the word “use.” Indefinite pronouns did not appear in GPS specifically until 6<sup>th</sup> grade, and it was in this grade that the words “identify” and “use” appear with the standard 6C1a/ii.)</p> <p> <b>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</b> (Use of verb tenses will be new for 1<sup>st</sup> grade. The identification of different verb tenses did not appear in GPS until 5<sup>th</sup> grade. For 1<sup>st</sup> graders, the importance of this new standard is that the students recognize how verbs reveal time as in “past,” “present,” and “future.” Guidance recommends that this also be reviewed during year one implementation in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades and combined with the verb information within those grade levels.)</p> <p> <b>g. Use frequently occurring conjunctions (e.g.,</b></p>	<p><b>punctuation, and spelling when writing.</b></p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul> <p><b>ELACC1L3:</b> <i>(Begins in 2nd grade)</i></p>
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	<p><b>and, but, or, so, because).</b>          (Again, please note the significance of the word “use.” Using conjunctions correctly should not be new for 1<sup>st</sup> graders; however, the language of conjunction did not appear in GPS until 5<sup>th</sup> grade. A focus on using correct conjunctions is recommended during year one implementation in grades 2, 3, and 4.)</p> <p> <b>h. Use determiners (e.g., articles, demonstratives).</b>          (The language of “determiners” was never a part of GPS. While the skill should not be new, the language of determiners is new for all students. Guidance recommends a focus of this CCGPS during year one implementation in grades 2, 3, 4, and 5.)</p> <p> <b>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</b>          (GPS first uses within the standards the word “preposition” in 5<sup>th</sup> grade; however, CCGPS begins the correct usage of prepositions in kindergarten. While the terminology will be new, the skill should not be new. Guidance recommends a continued focus on the use of</p>	
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	<p>prepositions during year one implementation in grades 2, 3, and 4. Grade 4 introduces the students to prepositional phrases.)</p> <p> <b>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</b> (Much of the language within this element did not appear in GPS until 4<sup>th</sup> and 5<sup>th</sup> grades. It is important to note that the focus of the element in CCGPS is not to identify these different types of sentences but rather to produce and expand simple and compound sentences which have different purposes.)</p>	
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### AT-A-GLANCE GUIDE FOR TRANSITIONAL STANDARDS FOR FIRST GRADE

*These standards are new to 1<sup>ST</sup> grade. Several of them are aligned to GPS standards in other grades and are representative of the increased rigor of the CCGPS. See the strategies in the first section of this document to assist in creating strategies for delivering these skills in 1<sup>ST</sup> grade.*

STANDARDS NEW TO FIRST GRADE	RATIONALE
<b>1L4a. Use sentence-level context as a clue to the meaning of a word or phrase.</b>	(This is flagged as new because the emphasis on sentence-level context was explicit in 2 <sup>nd</sup> grade GPS. Part of communicating effectively and using grade level words would have included using context clues within sentences in order to understand the meanings of unfamiliar words.)

<b>1L5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b>	This has probably been inherent in first grade teaching; however, the reference of the skill to a specific standard is new in CCGPS.
<b>ELACC1RL6: Identify who is telling the story at various points in a text.</b>	(This is new for first grade and previously aligned to 4 <sup>th</sup> grade GPS-standard 4R1: identifies the speaker of a poem or story. Guidance recommends that this standard continue during year one implementation in grades 2, 3, and 4.)
<b>ELACC1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.</b>	(This is new for first grade and previously aligned to a standard in 2 <sup>nd</sup> grade GPS- 2R4n: uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text. It also aligns well with a 4 <sup>th</sup> grade GPS- 4W3b: locates information and references texts by using organizational features (i.e., prefaces, appendices, indices, glossaries, and tables of contents). Guidance recommends that this standard be taught in 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> grades during transition year one.)
<b>ELACC1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b>	(This CCGPS is new for first grade not in reference to the use of information provided by pictures or illustrations but rather in the distinguishing information connection as seen between illustrations and words located within the text.)
<b>ELACC1RI8: Identify the reasons an author gives to support points in a text.</b>	(This new CCGPS supports references to author's purpose as well as citing direct information as reported by an author in order to support the points the text makes. This is new for 1 <sup>st</sup> grade and the first mention of making this connection was in 2 <sup>nd</sup> grade previously. There are some connections between previous GPS in first grade within 1R6g,i. Guidance suggests focusing on this standard as well in 2 <sup>nd</sup> grade during transition year one.)
<b>ELACC1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>	(Because this CCGPS is in reference to informational text use, this makes it new. Essentially, students should explore how two texts about the same event can be the same and how they can be different. These texts could reference science topics as well as social studies topics.)
<b>ELACC1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	(GPS embedded the conventions standards within the W1 standard. The strand of Language is new for 1 <sup>st</sup> grade. The first alignment within GPS to a separate conventions standard is not until 3 <sup>rd</sup> grade. There will be specific emphasis regarding transition among the elements of the 1L1 standard.)
<b>1L1a. Print all upper- and lowercase letters.</b>	(While this is not a new skill for 1 <sup>st</sup> graders, it is new as a standard. Previously, this was specified in kindergarten.)

<b>1L1b. Use common, proper, and possessive nouns.</b>	(GPS in first grade specified using singular and plural nouns. Common and proper nouns as well as possessive nouns are new in 1 <sup>st</sup> grade CCGPS. Guidance recommends that this standard also be taught during year one implementation in 2 <sup>nd</sup> grade as well.)
<b>1L1d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</b>	(Within this new standard for 1 <sup>st</sup> grade, it is important to note the significance of the word “use.” There is no identification implied in the word “use.” Indefinite pronouns did not appear in GPS specifically until 6 <sup>th</sup> grade, and it was in this grade that the words “identify” and “use” appear with the standard 6C1a/ii.)
<b>1L1e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</b>	(Use of verb tenses will be new for 1 <sup>st</sup> grade. The identification of different verb tenses did not appear in GPS until 5 <sup>th</sup> grade. For 1 <sup>st</sup> graders, the importance of this new standard is that the students recognize how verbs reveal time as in “past,” “present,” and “future.” Guidance recommends that this also be reviewed during year one implementation in 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> grades and combined with the verb information within those grade levels.)
<b>1L1g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</b>	(Again, please note the significance of the word “use.” Using conjunctions correctly should not be new for 1 <sup>st</sup> graders; however, the language of conjunction did not appear in GPS until 5 <sup>th</sup> grade. A focus on using correct conjunctions is recommended during year one implementation in grades 2, 3, and 4.)
<b>1L1h. Use determiners (e.g., articles, demonstratives).</b>	(The language of “determiners” was never a part of GPS. While the skill should not be new, the language of determiners is new for all students. Guidance recommends a focus of this CCGPS during year one implementation in grades 2, 3, 4, and 5.)
<b>1L1i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</b>	(GPS first uses within the standards the word “preposition” in 5 <sup>th</sup> grade; however, CCGPS begins the correct usage of prepositions in kindergarten. While the terminology will be new, the skill should not be new. Guidance recommends a continued focus on the use of prepositions during year one implementation in grades 2, 3, and 4. Grade 4 introduces the students to prepositional phrases.)
<b>1L1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</b>	(Much of the language within this element did not appear in GPS until 4 <sup>th</sup> and 5 <sup>th</sup> grades. It is important to note that the focus of the element in CCGPS is not to identify these different types of sentences but rather to produce and expand simple and compound sentences which have different purposes.)



## LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).						Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.						Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.					Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. ELACC3L1h. Use coordinating and subordinating conjunctions. ELACC5L1e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).											
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ELACC5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.											
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.											
ELACC3L3a. Choose words and phrases for effect.											
EKACC4L1e. Form and use prepositional phrases.											
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.											
ELACC4L1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).											
ELACC4L3a. Choose words and phrases to convey ideas precisely.									Subsumed by ELACC7L3a		
ELACC4L3b. Choose punctuation for effect.											
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.											
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).											
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.											
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.											
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).											
ELACC6L1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.											
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).											
ELACC6L3b. Maintain consistency in style and tone.											
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.											
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.											
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.											
ELACC9–10L1a. Use parallel structure.											
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											