

Teacher: Core Reading Guided Reading
Grade 1

Year: 2011-12

Course: Guided Reading Grade 1

Month: All Months

September	Informational Text- <i>Assumes increasing text complexity with identified grade level text (DRA, DIBELS, IRI) differentiated text as appropriate.</i> Sept ~						
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
	R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review * Focus Reference Material: Science/Soc. St. content	Continuous revisiting of previous skills and strategies as appropriate to text *Choose/Use appropriate practical/functional text			
R.1.7.1- Obtaining information, using text features such as title and illustrations		Text features	Obtains information using title, illustrations, contents, and diagrams				*Appropriate vocabulary derived from text but not limited to instructional (i.e. Summarizing, Sequencing, Inferring), content (and unfamiliar words), and assessment (i.e. NWEA, NECAP)
Four Blocks as Model of Instructional Delivery applies to each unit and month.							
Literary Text- <i>Assumes increasing text complexity with identified grade level text (DRA, DIBELS, IRI) differentiated text as appropriate.</i> Sept ~							
Standards	Enduring	Content	Skills	Lessons	Resources	Vocabulary	

Understandings							
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
R.1.4.1- Identifying characters or setting in a story R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Character/ New: Setting Visualizing New: Focus Genre:Charts/Chants/Songs	Identifies Character/ New: Setting Uses visualization to understand and remember			*App vocab deriv but n limit instr (i.e. Sum Sequ Infer cont unfa key and asse (i.e. NEC	
O c t o b e r	Informational Text- Oct ~	<i>Assumes increasing text complexity with identified grade level text (DRA, DIBEL) differentiated text as appropriate.</i>					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
			Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			
	R.1.7.2-Using explicitly stated information to		Explicit information and facts * Focus Reference Material:Science/Soc.	Answers questions by locating relevant information			*App vocab deriv but no

answer questions R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		St. content	*Choose/Use appropriate practical/functional text			limited instru (i.e. Summ Seque Inferri conten unfami key w and assess (i.e. N NECA
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Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
Oct ~

Assumes increasing text complexity with identified grade level text (DRA, DIBELS, L differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			
R.1.4.2- Retelling the beginning, middle, and end of a story R.1.4.5- Identifying literary devices as appropriate to genre: rhyme, repeated language R.1.4.6- Responding to		Simple Questions <i>New:</i> <i>Retelling/Sequencing</i> Focus Genre: Realistic Fiction	Responds to simple questions <i>New: Retells including Beginning/Middle/End</i> Identifies devices and characteristics of poetry, songs, and chants			*Appro vocabu derived but not to instr (i.e. Summa Sequen Inferri conten unfami words). and ass (i.e. NV NECA

	<p>simple questions about a book's content</p> <p>R.1.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts</p>						
November	<p>Informational Text- Nov ~</p>	<p><i>Assumes increasing text complexity with identified grade level text (DRA, DIBELS) differentiated text as appropriate.</i></p>					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
			<p>Strategy and skill review</p>	<p>Continuous revisiting of previous skills and strategies as appropriate to text</p>			
	<p>R.1.7.4- Generating questions before, during, and after reading</p> <p>R.1.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension</p>		<p>Questions to guide and focus</p> <p>* Focus Reference Material: Science/Soc. St. content</p>	<p>Generate questions before/during/after reading</p> <p>*Choose/Use appropriate practical/functional text</p>			<p>*App vocab derived but no limited instr (i.e. Summ Sequ Inferred conte unfam key w and assess</p>

and strategy use for different types of texts						(i.e. N NECA
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Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
Nov ~

Assumes increasing text complexity with identified grade level text (DRA, DIBELS, L differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			

R.1.4.4- Distinguishing between literary and informational texts R.1.5.1- Making predictions about what might happen next, and telling why the prediction was made R.1.7.4- Generating questions before, during, and after reading R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)-		Literary vs Informational <i>New: Predictions</i>	Distinguishes between literary text and informational text Predicts what might happen next <i>New: and telling why the prediction was made</i>			*Appropri vocabulary derived fro but not lin to instruc (i.e. Summariz Sequencing Inferring), content (a unfamiliar words), and assess (i.e. NWE NECAP)
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	Demonstrates ability to monitor comprehension and strategy use for different types of texts						
D e c e m b e r	Informational Text- Dec ~	<i>Assumes increasing text complexity with identified grade level text (DRA, DIBELS, L) differentiated text as appropriate.</i>					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
			Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			
	R.1.8.1-Telling what was learned R.1.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Information Analysis * Focus Reference Material:Science/Soc. St. content	Telling what was learned. *Choose/Use appropriate practical/functional text			*App vocabab derive but no limite instru (i.e. Summ Seque Infe conte unfan key w and asses (i.e. N NECA
	Literary Text- Dec ~	Four Blocks as Model of Instructional Delivery applies to each unit and month. <i>Assumes increasing text complexity with identified grade level text (DRA, DIBELS, L) differentiated text as appropriate.</i>					

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			
<p>R.1.4.3-Generating questions before, during, and after reading</p> <p>R.1.4.6-Responding to simple questions about a book's content</p> <p>R.1.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts</p> <p>R.1.16.0-ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5, R-6, and R-16)- Generates a personal response to what is read aloud or read independently through a variety of means by</p> <p>R.1.16.1-Comparing stories or other texts to personal experience, prior</p>		<p>Questioning</p> <p>Literary devices</p> <p>Meaningful Discussion</p>	<p>Generates questions before, during, and after reading</p> <p>Identifies devices in text i.e.: rhymes/repeated language</p> <p>Participates; offers comments, supporting evidence, and relevant responses(ie cause/effect, problem/solution)</p>			<p>*Appropriately selected vocabulary derived from text but not limited to instructional (i.e. Summarizing, Sequencing, Inferring) content (unfamiliar words), and assessment (i.e. NW, NECAP)</p>

			appropriate to text			
R.1.4.5- Identifying literary devices as appropriate to genre: rhyme, repeated language R.1.5.2- Identifying physical characteristics, personality traits, or possible motives of main characters R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts R.1.16.1- Comparing stories or other texts to personal experience, prior knowledge, or to other texts		NEW: Characterization New: Characterization Connections New: Focus Genre: Fairy Tale/Folktales, Fantasy	NEW: Identifies physical characteristics, personality traits, or possible motives Distinguishes text to self, text to text, and text to world connections Identifies devices and characteristics of fairy tales, fantasy, and make believe			*Approp vocabular derived f but not li to instru (i.e. Summari Sequenci Inferring content (unfamiliar words), a assessme (i.e. NW NECAP)
F e b	Informational Text- Feb ~	Assumes increasing text complexity with identified grade level text (DRA, DIBEL) differentiated text as appropriate.				

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Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			

R.1.7.5- Distinguishing between literary and informational texts R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		NEW: Information vs Literary New: Information vs Literary * Focus Reference Material: Science/Soc. St. content	New: Distinguishes between literary text and informational text *Choose/Use appropriate practical/functional text			*App vocab derived but no limited instr (i.e. Summ Sequen Infern conte unfan key w and asses (i.e. N NECA
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Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
Feb ~

Assumes increasing text complexity with identified grade level text (DRA, DIBELS, L differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			

<p>R.1.5.3- Making basic inferences about the text R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts</p>		<p>Inferences</p>	<p>Makes basic inferences *about the text</p>			<p>*Appropriately use vocabulary derived from text but not limited to instruct (i.e. Summarizing, Sequencing, Inferring) content (and unfamiliar words), and assessment (i.e. NWEA, NECAP)</p>
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Informational Text- Mar ~ *Assumes increasing text complexity with identified grade level text (DRA, DIBELS) differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.1.8.3- Making basic inferences or drawing basic conclusions</p>		<p>Strategy and skill review</p>	<p>Continuous revisiting of previous skills and strategies as appropriate to text</p>			
<p>R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts</p>		<p>Inferences/Conclusions</p>	<p>Makes basic inferences and draws conclusions from information *Choose/Use appropriate practical/functional text</p>			<p>*Appropriately use vocabulary derived from text but not limited to instruct (i.e. Summarizing, Sequencing, Inferring) content (and unfamiliar key words) and assessment</p>

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NEC

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
Mar ~

*Assumes increasing text complexity with identified grade level text (DRA, DIBELS, L
differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			
R.1.4.1- Identifying characters or setting in a story R.1.5.2- Identifying physical characteristics, personality traits, or possible motives of main characters R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Character/ New: Setting Visualizing NEW: Characterization New: Characterization	Identifies Character/ New: Setting New: Identifies physical characteristics, personality traits, and possible motives Uses visualization to understand and remember			*Approp vocabula derived f but not l to instru (i.e. Summar Sequenc Inferring content unfamili words), a assessme (i.e. NW NECAP)

Apr ~

Informational Text-
Apr ~

Assumes increasing text complexity with identified grade level text (DRA, DIBEL) differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.1.4.4- Distinguishing between literary and informational texts R.1.5.1-Making predictions about what might happen next, and telling why the prediction was made R.1.5.3-Making basic inferences about the text R.1.8.0-ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE- Analyze and interpret informational text read-aloud, citing evidence as appropriate by R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Strategy and skill review * Focus Reference Material: Science/Soc. St. content	Continuous revisiting of previous skills and strategies as appropriate to text *Choose/Use appropriate practical/functional text			
R.1.12.0- Comprehension Skills and Strategies (R-		Fact vs Opinion	Identifies facts in text			*Appropriat vocabulary derived fr but not lin

12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts						to instruc (i.e. Summariz Sequencin Inferring). content (a unfamiliar words), an assessme (i.e. NWE NECAP)
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Literary Text-
Apr ~

Assumes increasing text complexity with identified grade level text (DRA, DIBELS, L differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			

R.1.4.2- Retelling the beginning, middle, and end of a story R.1.4.6- Responding to simple questions about a book's content R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor		Simple Questions Retelling/Sequencing Connections <i>New:</i> Focus Genre: Poetry	<i>New: Responds to simple questions</i> <i>New: Retells including Beginning/Middle/End</i> Distinguishes text to self, text to text, and text to world connections Identifies devices and characteristics of realistic fiction			*Ap voca deri but r limi inst (i.e. Sum Seq Infe cont unfa key and asse (i.e. NEC
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<p>comprehension and strategy use for different types of texts R.1.16.1- Comparing stories or other texts to personal experience, prior knowledge, or to other texts</p>						
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M Informational Text- *Assumes increasing text complexity with identified grade level text (DRA, DIBELS)*
a May ~ *differentiated text as appropriate.*
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Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			
R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Main idea/Detail *Focus Reference Material:Science/Soc. St. content	Begins to recognize main idea and details that support *Choose/Use appropriate practical/functional text			*App vocab derived but no limited instru (i.e. Summ Sequ Infe conte unfa key w and asses (i.e. N NECA

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
May ~

Assumes increasing text complexity with identified grade level text (DRA, DIBELS, I... differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			
R.1.4.4- Distinguishing between literary and informational texts R.1.5.1-Making predictions about what might happen next, and telling why the prediction was made R.1.5.3-Making basic inferences about the text R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts R.1.16.0- ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5, R-6, and R-16)-		<i>New: Literary vs Informational</i> Predictions Inferences	<i>New: Distinguishes between literary text and informational text</i> Predicts what might happen next <i>New: and telling why the prediction was made</i> <i>New: Makes basic inferences</i>			*Appro... vocabul... derived... but not... limited... instruc ... (i.e. Summa... Sequenc... Inferri... content ... unfamil... key wor... and assessm ... (i.e. NW... NECAF

	Generates a personal response to what is read aloud or read independently through a variety of means by						
J u n e	Informational Text- June ~	<i>Assumes increasing text complexity with identified grade level text (DRA, DIBELS, I</i>					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text				
	R.1.16.1- Comparing stories or other texts to personal experience, prior knowledge, or to other texts R.1.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts		Compare/Contrast * Focus Reference Material: Science/Soc. St. content	Begins to organize information by likeness/differences *Choose/Use appropriate practical/functional text *Compare stories and other texts to personal experience, prior knowledge or <i>New: to other texts</i>			*App vocab derive but no limited instr (i.e. Summ Sequ Infer conte unfam key w and asses (i.e. NEC
	Literary Text- June ~	Four Blocks as Model of Instructional Delivery applies to each unit and month. <i>Assumes increasing text complexity with identified grade level text (DRA, DIBELS, I</i>					

differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
		Strategy and skill review	Continuous revisiting of previous skills and strategies as appropriate to text			
<p>R.1.4.3-Generating questions before, during, and after reading</p> <p>R.1.12.0-Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension and strategy use for different types of texts</p> <p>R.1.16.0- ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5, R-6, and R-16)- Generates a personal response to what is read aloud or read independently through a variety of means by</p> <p>R.1.16.1-Comparing stories or other texts to personal experience, prior knowledge, or to other texts</p>		<p>Literary devices</p> <p>Questioning</p> <p>Meaningful Discussion</p>	<p>Identifies devices in text (i.e. rhymes/repeated language)</p> <p><i>New: Generates questions before, during, and after</i></p> <p>Participates; offers comments, supporting evidence, and relevant responses(ie cause/effect, problem/solution)</p>			<p>*Appro</p> <p>vocabu</p> <p>derived</p> <p>but not</p> <p>limited</p> <p>instruc</p> <p>(i.e.</p> <p>Summa</p> <p>Sequen</p> <p>Inferri</p> <p>conten</p> <p>unfami</p> <p>key wo</p> <p>and</p> <p>assessr</p> <p>(i.e. NV</p> <p>NECA</p>

