


First Grade Curriculum Alignment Guide
Instructional Block 1: August 18, 2015 – November 6, 2015

	August	September	October	November
Initial CELDT	Aug. 18 - May 20			
Annual CELDT	Aug. 18 - Oct. 16			
DIBELS BOY	Aug. 18 – Sept. 11		Oct. 23	
Math Assessment Due				
Narrative Writing Due				Nov. 6
Report Card Due				Nov. 13
Parent Conferences				Nov. 16-20

T R C	Far Below Proficient	Below Proficient	Proficient	Lexile Equivalent	Above Proficient	DIBELS Next				
	(Intensive)	(Strategic)	(Benchmark)			Progress Monitoring Recommendations Benchmark: As needed Strategic: Once every two weeks Intensive: Once a week				
						Green: Benchmark White: At Risk				
	Fluency Goals	15-28 WCPM	52 WCPM	82-111 WCPM	DORF EOY: 47 WCPM		Composite	PSF	NWF	DORF (Words Correct)
BOY	A and below	B	C to D	75-100	E and above	113	40	27	Not Assessed	Not Assessed
						97	25	18		
MOY	C and below	D to E	F to G	175-200	H and above	130	Not Assessed	43	23	78%
						100		33	16	68%
EOY	E and below	F to H	I	275	J and above	155	Not Assessed	58	47	90%

		Standards	Instruction	Resources
90 minutes	Foundational Skills	CCSS-FS1 CCSS-FS2 CCSS-FS3 CCSS-FS4	Print Concepts: <ul style="list-style-type: none">Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation.)* Phonological Awareness <ul style="list-style-type: none">Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <i>(assessed)</i>Distinguish long from short vowel sounds in spoken single-syllable words.*Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <i>(assessed)</i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Phonics: <ul style="list-style-type: none">Letter-sound correspondence at one per secondCVCC (cast), CCVC (slip), CVCe (ride)Common consonant digraphs (sh) Fluency: <ul style="list-style-type: none">Read grade-level text with purpose and understanding. <div>*mastery</div>	symboloo.com/mix/K1skills 1. Visit the URL above 2. Click  Start Using This Webmix 3. Close sign in window or login (Your choice. No login necessary to use links.) 4. Start using webmix! ☺
60 minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.1, A.3, B.5, B.6, C.9	<ul style="list-style-type: none">Exchanging information and ideaOffering opinionsListening activelyReading/Viewing closelyPresenting	
Theme: Relationships Key Ideas: Connection, Influence, Impact Essential Questions: What impact do relationships have? Standards Addressed: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.7, RL.1.1, RL.1.2, RL.1.7, W.1.3				Read Aloud Project (RAP)
Language and Literacy 90 minutes	Life Science	CA Science Standards: LS 1.2 NGSS: Patterns Structure and Function Stability and Change	What is the relationship between how organisms live and grow in response to their environment? Reading: Plants and Animals Student Text FOSS: PLANTS and ANIMALS, “Getting to Know” your Science Tools: Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion	<u>The Carrot Seed</u> <u>Are Trees Alive?</u> (RAP) <u>Around One Cactus</u> (RAP) <u>The Spider and the Fly</u> (RAP)
	Social Studies	<i>Across All Instructional Blocks: 1.3</i> <i>Specific to Instructional Block 1:</i> 1.1, 1.2, 1.1.2	Why are symbols and holidays important to America? Scott Foresman Content Readers: <u>Making Rules</u> , <u>Who Makes the Rules?</u> , <u>How Do Rules Get Made?</u> Pearson Video: <i>Making Rules</i> Performance Task: Investigative journal	<u>Duck for President</u> <u>Of Thee I Sing</u> (RAP) <u>Ways People Live</u> <u>Where Do I Live?</u>
	Writing	W3, W5, W6, W7 L1a, L1f, L1j, L2a, L2b, L2e, RL3, RL7, SL1a, SL1b	Narrative: Draw material for character, setting, and possible sequence of events from a pictorial source. Discuss with peers. Collect ideas and notes from writing. Then draft and edit a written narrative.	<u>Tiki Tiki Tembo</u> (RAP) <u>Charlotte’s Web</u> (RAP) <u>My Great Aunt Arizona</u> (RAP) Grandfather Counts


First Grade Curriculum Alignment Guide

Instructional Block 2: November 9, 2015 – February 26, 2016

	Nov.	Dec.	Jan.	Feb.	Mar.
Initial CELDT	Aug. 18-May 20				
DIBELS MOY			Jan. 11-19		
Math Assessment Due				Feb. 19	
Informational Writing Due				Feb. 12	
Report Card Due					Mar. 4
Parent Conferences					Mar. 7-11




T R C	Far Below Proficient	Below Proficient	Proficient	Lexile Equivalent	Above Proficient	DIBELS Next				
	(Intensive)	(Strategic)	(Benchmark)			Progress Monitoring Recommendations				
						Benchmark: As needed				
						Strategic: Once every two weeks				
						Intensive: Once a week				
Fluency Goals	15-28 WCPM	52 WCPM	82-111 WCPM	DORF EOY: 47 WCPM		Composite	PSF	NWF	DORF (Words Correct)	DORF (Accuracy)
BOY	A and below	B	C to D	75-100	E and above	113	40	27	Not Assessed	Not Assessed
						97	25	18		
MOY	C and below	D to E	F to G	175-200	H and above	130	Not Assessed	43	23	78%
						100		33	16	68%
EOY	E and below	F to H	I	275	J and above	155	Not Assessed	58	47	90%
						111		47	32	82%

Standards			Instruction	Resources
90 minutes	Foundational Skills	CCSS-FS3 CCSS-FS4	Phonics: <ul style="list-style-type: none">CVCe (ride) *Basic two-syllable words by chunking into syllables, or parts (picnic)Common endings (-ed)Common vowel digraphs, or teams (ai)Read common high frequency irregular words Fluency: <ul style="list-style-type: none">Read grade-level text with purpose and understanding.Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <i>(assessed)</i> <i>*mastery</i>	symboloo.com/mix/K1skills 1. Visit the URL above 2. Click  3. Close sign in window or login (Your choice. No login necessary to use links.) 4. Start using webmix! ☺
60 minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.2, B.7, C.10 Part 2: Learning About How English Works A.1, B.3, B.4	<ul style="list-style-type: none">Interaction via written EnglishEvaluating language choicesComposing/WritingUnderstanding text structureUsing verbs and verb phrasesUsing noun and noun phrases	
Theme: Cause and Effect Key Ideas: Action, Reaction, Consequences Essential Questions: What happened and why did it happen? Standards Addressed: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RL.1.1, RL.1.2, RL.1.4, RL.1.5, RL1.6, RL.1.7, W.1.2				
				Read Aloud Project (RAP)
Language and Literacy 90 minutes	Physical Science	CA Science Standards: PS 1.1 NGSS: Patterns, Cause and Effect Structure and Function Stability and Change	How can one explain the structure, properties, and interactions of matter? Reading: Solids and Liquids student text FOSS: SOLIDS and LIQUIDS, “Science Talks”- Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion	<u>Thunderstorms</u> (RAP) <u>A Butterfly is Patient</u> (RAP) <u>Come On, Rain</u> (RAP)
	Social Studies	<i>Across All Instructional Blocks:</i> 1.3 <i>Specific to Instructional Block 2:</i> 1.4, 1.4.3	How has the way we live changed over time and how has it stayed the same? What are some causes? Pearson Video: <i>Life Long Ago, Travel Then and Now, Work and Play in the Past</i> Performance Task: We are going to be historians and collect oral histories	<u>My Great Aunt Arizona</u> (RAP) <u>Dear Children of the Earth</u> (RAP) <u>One Hen</u> (RAP)
	Writing	W2, W6, L1a, L1b, L2a, L2b, L2c, L6, RI3, RI8, SL1a, SL1b	Informational: Draw information from one or more audio-visual sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written informative/explanatory text.	<u>Eat Like a Bear</u> (RAP) <u>The Giving Tree</u> <u>The Planets</u> <u>When I Grow Up</u>

First Grade Curriculum Alignment Guide
Instructional Block 3: February 29, 2016 – June 10, 2016

	March	April	May	June
Initial CELDT	Aug. 18 -May 20			
DIBELS EOY			May 16 – June 3	
Math Assessment Due		April 29		
Opinion Writing Due		April 29		
Report Card Due				June 10
Parent Conferences <i>(if required)</i>				June 6-10

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						Benchmark: As needed				Green: Benchmark White: At Risk
						Strategic: Once every two weeks				
Intensive: Once a week						Composite	PSF	NWF	DORF (Words Correct)	DORF (Accuracy)
Fluency Goals	15-28 WCPM	52 WCPM	82-111 WCPM	DORF EOY: 47 WCPM						
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EOY	E and below	F to H	I	275	J and above	100		33	16	68%
						155	Not Assessed	58	47	90%
						111		47	32	82%

		Standards	Instruction	Resources
90 minutes	Foundational Skills	CCSS-FS3 CCSS-FS4	Phonics: <ul style="list-style-type: none">r-controlled vowels (ar)Segment and spell these types of wordsRead common high frequency irregular words Fluency: <ul style="list-style-type: none">Read grade-level text with purpose and understanding.Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	symboloo.com/mix/K1skills 1. Visit the URL above 2. Click  3. Close sign in window or login (Your choice. No login necessary to use links.) 4. Start using webmix! ☺
60 minutes	Designated ELD	Part 1: Interacting in Meaningful Ways A.2, B.7, C.9 Part 2: Learning About How English Works A.1, A.2, C.6	<ul style="list-style-type: none">Interaction via written EnglishEvaluating language choicesPresentingUnderstanding text structureUnderstanding cohesionConnecting ideas	
Theme: Change Key Ideas: Growth, Time, Progress Essential Questions: Why do things change? Standards Addressed: RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.8, RI.1.9, RL.1.1, RL.1.2, RL.1.4, RL.1.5, RL1.6, RL.1.7, RL.1.9, W.1.1				Read Aloud Project (RAP)
Language and Literacy 90 minutes	Earth Science	CA Science Standards: ES 1.3 NGSS: Patterns, Cause and Effect Structure and Function Stability and Change	Why is Earth constantly changing? Reading: Air and weather student text FOSS: AIR and WEATHER, “Science Talks”- Elicitation Discussion, Consolidation Discussion, Data Discussion, and Explanation Discussion	<u>North America</u> <u>The Great Kapok Tree</u> <u>The Seashore Book</u> <u>The Big Snow</u>
	Social Studies	<i>Across All Instructional Blocks:</i> 1.3 <i>Specific to Instructional Block 3:</i> 1.5, 1.5.1, 1.5.2, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.5.3	What changes in time and place affect the way people live? Pearson Video: <i>Where We Live, Making Maps, Finding Places on Maps and Globes, Traditions, California’s Culture</i> Performance Task: Collect evidence, compare, and present what the similarities and differences of your life now and that of your parents when they were your age.	<u>Jack Rabbit</u> (RAP) <u>From Cow to Ice Cream</u> (RAP) <u>The Little House</u>
	Writing	W1, L1a, L1f, L1g, L2a, L2b, L2c, L2e, L6, RI2, RI8, SL1a, SL1b	Opinion: Draw information from one or more textual sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written opinion piece. Students will listen to read aloud to determine evidence for opinion writing.	<u>Love You Forever</u> <u>Owl Moon</u> (RAP) <u>Livingston Mouse</u> (RAP)